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Proceedings
OF THE
THIRTY THIRD ANNUAL
CONVENTION
OF THE
Association of
Colleges and Preparatory
Schools
of the Middle States and
Maryland

1919

HELD UNDER THE AUSPICES OF
University of Pennsylvania, Philadelphia, Pa.
FRIDAY AND SATURDAY
NOVEMBER 28th and 29th, 1919.

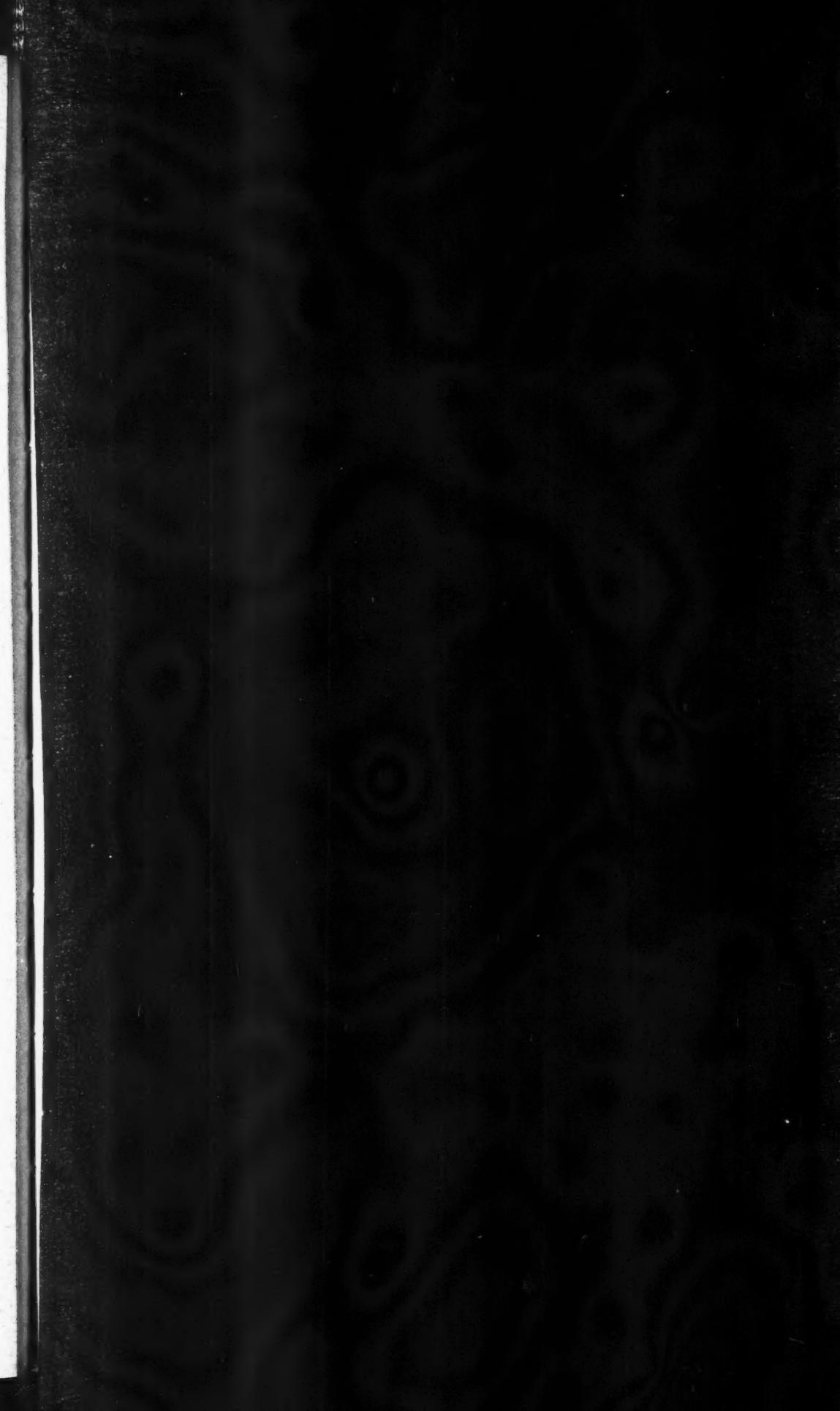
PUBLISHED BY THE ASSOCIATION
1920

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The next Convention of the Association will be held at Johns Hopkins University, on the Friday and Saturday following Thanksgiving, 1920.





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PROCEEDINGS
OF THE
Thirty-Third Annual Convention

FIRST SESSION
Friday, November 28th at 11 A. M.

ADDRESS OF WELCOME

DR. JOSIAH H. PENNIMAN, VICE-PROVOST OF THE
UNIVERSITY OF PENNSYLVANIA

Mr. Chairman, Fellow Members of the Association of Colleges and Preparatory Schools of the Middle States and Maryland: I always look forward with great pleasure to these meetings, although it has not been my good fortune to attend some of the most recent ones. The getting together of those who have common interests, and interests of such superlative importance as are those of educational institutions, is always productive of good. It is needless for me to say formal words of welcome, although that is what I am here for, in the unavoidable absence of the Provost. The University of Pennsylvania is glad to have you here, and its hospitality will be shown by the extension to the Association of the use of its buildings, and the affording to you of every facility in our power for holding your meetings comfortably and conveniently. At the close of the morning session a luncheon will be provided by the University, to which the members of the Association are invited. That luncheon will be in the Gymnasium, which is just across the street. It will be entirely informal, and we hope that the meeting in the Gymnasium will be a success, as it will give you time to talk with each other, having had the opportunity of listening to the formal discussion of the program.

I cannot refrain from telling you a story that was told me the other day by Dean Ames, who, I hope, as he is here, will forgive me for stealing his thunder, although he told me where he got it. When we met on such occasions as repre-

sentatives of colleges and schools, formerly there used to be a certain amount of rivalry between institutions. Each institution went its own way, in spite of any resolutions that might be passed by which all had expressed a desire to go the same way. Each had certain reservations, sometimes on fourteen points, sometimes on more, if there was any resolution passed affecting any particular question. My story is:

There were two representatives of two large branches of Christianity who had been serving as chaplains in the trenches. When the armistice came and they left the trenches these two reverend gentlemen shook hands and one said to the other, who was a Scotch Covenanter, "I hope that we will meet again. We have worked here harmoniously, in spite of our differences." The Scotch Covenanter said, "Yes, we have both been serving the Lord, you in your way, and I in His."

I am afraid that is about the attitude that in the early days, when this society was in its infancy, was maintained by many institutions toward other institutions. But great good has come from our Association. We are all serving the Lord, each in what he believes to be His way.

You are welcome to the University of Pennsylvania and we hope that you will have a meeting that you will remember for its profit and for its pleasure.

President McClenahan.—As Doctor Penniman and I came in together I told him that everything that I might have to say after he had spoken to you would occupy, perhaps, one second of your time, and I mean to be almost literally truthful as to the length of time that I speak to you. I merely wish to express to him, on behalf of this Association, our appreciation of the hospitality of the University of Pennsylvania, the verbal expression of which we have already enjoyed so much, and the physical extension and manifestation of which I am sure we shall enjoy throughout today and tomorrow. Doctor Penniman, it is a very pleasant privilege to be here in this ancient and highly honorable institution, and a privilege for which we are truly grateful, sir.

In arranging for the program of this meeting your Executive Committee had in mind two aims—in the first place, we desired to adopt as topics for discussion today subjects that should be of general fundamental interest to the educators of the country.

I think this gathering, of record-breaking proportions, must indicate to us that the committee has been successful in at least one of its efforts.

In the second place, we desired greatly that there should be as much discussion from the floor of the meeting as possible, and therefore the programs for the two sessions, that of the morning and that of the afternoon, embrace but one topic for each session. After there have been presentations of different phases of the subject by the two chief speakers one or two others have consented to speak briefly from the floor, and then we hope very much that all who have anything to contribute or who can contribute at all to the discussion will take part in a talk of an informal general character.

Our topic this morning for general consideration and discussion is that of "Examination Values." We have attempted to have address us this morning two who can speak with authority on two phases of this matter. Neither of the speakers needs any introduction to you. When I asked Professor Thorndike to speak to you this morning I asked him if he would speak to the topic which is printed on the program. He responded, with a very unnecessary amount of modesty, that he would not speak to the topic in the form of the question, because no person living, so far as he knew, could answer that question. Therefore he is not speaking explicitly this morning to the question as printed, but he is going to talk to us on the general subject of the new psychological tests. I have very much pleasure in presenting Professor Thorndike, of Columbia University.

THE NEW PSYCHOLOGICAL TESTS: ARE THEY A SUBSTITUTE FOR CONTENT EXAMINATIONS?

PROFESSOR EDWARD L. THORNDIKE, TEACHERS' COLLEGE,
COLUMBIA UNIVERSITY

The powers that controlled this program have set a title for me against my wishes. When the question was put, "Shall psychological tests be substituted for content examinations for entrance to college," I replied that I did not know the right answer, and hinted that nobody knew it! I engaged to speak on "Psychological Tests and Their Uses." It may be suspected that your committee sought to arouse an element of belligerency

to make this discussion interesting. I will go as far as scientific conscience permits to aid and abet them, and affirm that an adequate psychological test is better, hour for hour spent or dollar for dollar spent, than the customary content examinations—provided an efficient inspection and rating of the candidate's secondary-school career is used also in both cases.

This is perhaps the real issue, for you are all perhaps convinced that the test of four years' life and work in high school is, when rightly evaluated, the main test of fitness to profit by higher education. At all events, I shall assume in what follows that the authorities responsible for admission have given a careful rating to each candidate in respect to his character and abilities as shown by his life for the four years past. In addition, there is to be either a uniform systematic examination of his scholarship by, say, the Middle States Board, or a systematic examination of his intellect by the same board in co-operation with, say, a committee of the American Psychological Association. Of the two I am willing to defend the latter.

I shall not, however, take much of your time for the defense, but shall spend most of our allotment in helping you to decide for yourselves by showing you sample parts of such a systematic examination of the intellect of a high school graduate as is now available and in regular use at Columbia, Brown, Rutgers and other colleges.

(Blanks representing about half of the Thorndike Intelligence Examination for High School Graduates, Series of September, 1919, were distributed. It is impracticable to reproduce these here, since they comprise twenty letter-size pages of printed matter. After the demonstration of the tests and certain discussion of them, which would be uninstructive in the absence of the tests, the discussion was continued as follows:)

What you have seen is a fraction of an examination designed to measure conveniently the intellectual status of American boys who have had a high-school education.

It comprises two examinations of the type of the army Alpha, but extended and made harder, and two examinations of a different sort, including the tests which have been found by Haggerty and Thorndike to be specially indicative of ability to succeed with the work of a college or professional school. Test 7

of Part II is inserted for the particular purpose of doing justice to boys whose intelligence and experience have been directed toward things rather than books.

The examination is adapted to the intelligence level of high school graduates, and will differentiate such into at least twenty grades or degrees of ability. The score is determined by quality of achievement more than by speed, except in so far as the latter is an essential consequence or accompaniment of quality. In many of the tests of which it is composed, the score obtained by the candidate in the time allotted by the examination will be nearly or quite as high as he would obtain if given unlimited time.

The content of the examination will be different at each issue. That is, in June, 1920, one examination will be used; in September, 1920, a different examination; in June, 1921, a still different examination; and so on for at least thirty issues. A pupil who should be coached on previous issues of the examination would thus have only the advantage due to training in taking a wide variety of mental tests. Coaching will thus be unprofitable except in so far as it is truly educative. Each examination will be carefully standardized so that any one series will be closely equal to any other in difficulty. It can be guaranteed that the average difference in difficulty will not exceed $3\frac{1}{2}$ per cent. It will probably be much less than this.

Standard instructions are provided so that any college officer can give the examination, supervise the scoring, and interpret the score. The tests themselves and the keys for scoring them will be so arranged that at least 80 per cent of the tests can be scored by any clerk, and the remaining 20 per cent by intelligent college juniors or seniors with a little supervision by some one person of good judgment. If enough clerks are put to work, any number of papers can be scored in a single day. The cost of scoring and recording with adequate checking is inconsiderable. The examination requires two hours and forty minutes of actual work and about thirty minutes more for fore-exercise, instructions, and the distribution and collection of papers. Any number of candidates can be examined at one time, one examiner or assistant per forty candidates being required to distribute and collect the materials, announce instructions, and the like.

It should be borne in mind that such an examination as

this is not a collection of untried tests which psychologists merely *think* will indicate intelligence and fitness to profit by higher education. Almost every element in it has a long history of experimentation, checking of results and verification. The test with opposites of words, for example, is about twenty years old and has a record of uniformly high correlation with demonstrated intelligence. The test in supplying omitted words in sentences or paragraphs has a still longer history, and also one of undoubted value as evidence of intellect. The use of speed tests with easy tasks is not a caprice of the psychologist, but is justified by abundant evidence that in general the person who can do harder tasks can do easy tasks more quickly.

The particular team of tests which you have examined has a considerable history of its own. In 1914 the writer was requested by the Carnegie Foundation to prepare a trial set of tests for students entering schools of engineering which might be standardized in respect to form, difficulty, administration and scoring, and which might be more a measure of the pupil's future promise and less a measure of his previous educational advantages than the ordinary entrance examinations. These tests were tried out in the case of freshmen at Cincinnati, Columbia and the Massachusetts Institute of Technology. Bulletin II of the Carnegie Foundation states that: "The records of the thirty-four men tested at Columbia have been followed for three years. Five of the seven who stood highest in the test have received general honors, while four of the seven lowest in the test failed in more than half of the work and left school. The top seven all made more than 125 credits in three years, the middle seven averaged 92 credits each in three years, and of the lowest seven the two who did not leave averaged 56 credits in three years."

During the war the Committee on Classification of Personnel in the Army was assigned by the authorities of the Air Service the task of providing an examination for cadets to measure their fitness to do the work of the School of Military Aeronautics—the primary stage on the road to a commission in the Air Service. Among other requirements, it was imperative that the examination should be in so many alternative forms as to make unfair coaching profitless. The tests of the admirable Alpha Examination, devised by the Yerkes Committee of the National Research Council, were adapted to the requirement of the Air Service by

extensive additions and by being made more difficult; and four new tests were added. The resulting examinations were stated by the military authorities to be an "almost indispensable aid toward the speedy elimination of what might otherwise have been doubtful and tedious cases." When Columbia College was beset by some ten thousand applicants for admission to the S. A. T. C., a modification of these Air Service Intelligence Examinations was used, partly because it could be given three times a day and the results known and used within a few hours. The resulting selection of students was satisfactory.

Such an examination is not a perfect instrument for measuring the intellect of a high-school graduate. It has many limitations, notably its injustice to a youth who has applied his intellect with great specialization. This examination might well be supplemented by two other questions: "What is the thing you know most about? Show me how much you know about it. What is the thing you can do best? Show me how well you can do it." The interests of pupils of notable specialization must be protected in the case of any general examination, psychological or scholastic.

The exact value of the examination as a means of selecting those fit to profit from a college education cannot be stated until four years from now, when the college careers of the men so admitted have been studied. However, it is a conservative judgment that a comprehensive intelligence test (1) is everywhere worth giving as an addition to a scheme of certificating schools, because of its definite measurement of the schools' product and as a protection against egregious, though innocent, blunders. (2) It is worth giving as an addition to, or alternative to, examinations in the school subjects because it differentiates students who are of first-rate intellect but have been poorly taught and also students who are essentially stupid but have been enabled to pass examinations by the expenditure of much time or money or both. (3) It is worth giving in special instances where the Dean or Admissions Committee feels the obligation to be sure of exceptional promise before waiving certain requirements. Such cases can usually be settled in two minutes if a valid objective intelligence rating is a part of the evidence. The use of an adequate intelligence examination permits a liberal administration of entrance requirements without danger of injustice, sentimentality, or bad effects on the morale of the secondary schools.

(4) The investigations of Colvin, Terman, Thorndike and others give solid grounds for the expectation that the correlation between intelligence test and work in college will be closer than that between the ordinary type of entrance examination and work in college.

These facts lead me to think that, hour for hour or dollar for dollar spent, the psychological test for intellect is preferable to the conventional tests for scholarship.

The psychological test gives a somewhat broader and more thorough sampling of the candidate's powers. The difference may be illustrated by the case of a boy who, after graduation from high school, works in an office or shop for a year or so and then goes to college. He is probably better fitted for college, but is less fit to pass the conventional entrance examinations. The conventional test gives, in particular, a weight to knowledge of foreign languages and of mathematics out of proportion to their significance for success in college and professional work.

The psychological test measures the ability and promise of the candidate more, and the amount and quality of his schooling less than the conventional tests for scholarship. Educational advantages doubtless count in the former, and native ability counts in the latter; but, speaking roughly, the one tests primarily the candidate's own reactions to life; the other tests an admixture of these with the skill and assiduity of his teachers, the fiscal status of his parents and the educational advantages of his community. The psychological test, for example, favors gifted boys with poor advantages. The conventional examination favors rich boys with gifted tutors.

The psychological test acts more positively to select for ability. It advertises the fact that the college will concede to intellect. The conventional examination acts too much negatively, forbidding or at least delaying entrance to those who lack this, that and the other special ability. Even the short experience at Columbia College seems to prove beyond question that gifted youths whose college education is desirable in their own interest and for the common good will enter college by an intelligence examination who could not enter college by the content examination of the Middle States Board.

The psychological test is more business-like and efficient. The psychological examinations can be given everywhere, at any

time, by any trustworthy person, and a report can be made on a thousand cases (or a hundred thousand, for that matter) in forty-eight hours. If a candidate has scarlet fever in June and influenza in September, his admission to college by the conventional examinations may be delayed a year. A candidate makes four trips in four successive years to some examination shrine at fixed dates at great expense of time and money, and still greater expense of worry to himself, his parents, and his teachers. He waits weeks or months after each pilgrimage for a report of the will of the God. The deity is so capricious that, even in so definite a subject as algebra an excellent teacher in an excellent school with long experience in placating the deity may still find in one year five pupils failing out of ten that he knew were fit to pass.

More important than these matters of protecting the interests of higher education and saving time and money for candidates, is the matter of the effect upon the instruction in secondary schools. A test may be admirable as a selective agency, but defective or even injurious as a directive force upon teaching.

It is commonly claimed by high-school teachers that they have to sacrifice the real education of their pupils in order to prepare them for the conventional content examinations, and that these examinations are definitely a hindrance in the way of what they think best for culture and discipline. I am not competent to judge this claim. Whether the burden is real or imagined, it would seem to be wise policy to leave them free to do what sound theory and practice direct for secondary education, and then hold them responsible. So long as they think, whether correctly or incorrectly, that they must sacrifice real values in order to present fitting sacrifices to some examining Moloch, there is friction and lost motion. The psychological test specifically leaves the secondary schools free to teach the school subjects in the way that they think best for pupils and the general welfare.

I have fulfilled my promise to defend the cause entrusted to me. Is there, however, any need for present decision? You do not need to set either above the other; you may simply permit a student to enter if he can either pass the conventional content examinations or demonstrate the possession of intellect such as deserves higher education, and test the results for five or six

years. Amongst those who have made a thorough study of facts all are, I think, agreed that a well-designed battery of psychological tests deserves a trial on even terms with the traditional entrance examinations—and that is all we ask.

DR. MARY WOOLLEY, PRESIDENT OF MT. HOLYOKE COLLEGE

Mr. Chairman and Members of the Association: The address which we have just heard was so stimulating that it made one of your speakers forget, for the first time in her life, I think, that she was to have the horror of coming next on the program. And I can imagine no more genuine testimonial than that. It does, however, put the speaker on a subject such as content examinations in a rather trying position. The psychological test is so much more unusual, and the discussion has been given in so novel a way that listening to it I thought of a story borrowed from no less an authority than President Thomas, of Bryn Mawr College, which she much enjoys telling herself.

Several years ago, speaking at a college for women—not Mt. Holyoke, may I say—after the address one of the students came up and said, “It is such a pleasure to hear you, President Thomas; it is such a delight always to hear Presidents from other colleges, it makes one appreciate one’s own President so much more.”

I think Professor Thorndike owes me a vote of thanks for consenting to speak on this other less thrilling and entralling subject.

May I say that my own understanding was that this discussion was not to be a debate? We have a high regard for the psychological tests at Mount Holyoke. They have been given to our entering freshmen this year, with a very gratifying result from the point of view of the college. I must confess that in the list of those who received the highest mark there is one of the students who entered college with the highest record on the content examinations, and one of the students whose entrance was dubious because of her low rating on the content examination. We are waiting with interest to see what will be proved by the college work of these students.

My subject, however, is “The Content Examinations: Shall they be Abandoned?” In order to reinforce my own thought on that question I sent out a sort of psychological test to members

of the faculty and asked for their immediate reaction on this subject. As their opinions in the main are in line with my own—a highly desirable quality in faculties—I shall consider an expression of appreciation at the outset as taking the place of quotation marks or other acknowledgment of their help.

I remember very keenly my own distaste for examinations. I must confess I feel it today. I should dislike exceedingly to have the result of my markings on these papers which have been handed around this morning announced to this audience. In fact, I did not make any markings because I feared that they might get out of my hands in some way.

Perhaps my own distaste for examinations, my own dread, at least, is in itself an argument, from my point of view. That is, even at the time of taking the examinations I was consoled with the feeling that they were good for me. And I am disposed to think that more of our students have that impression than we imagine or than they are willing to admit.

Why is a content examination of value? Why would an educational system without this testing lack certain elements of strength that it can ill afford to lose?

The very fact that the examination is dreaded is in itself an argument in its favor. We are not dealing with ideal human beings—even if we fall within that category ourselves—and there is no question but that anticipation of a testing time serves as a stimulus to daily faithfulness. A certain type of mind is able to acquire easily, to retain for a certain period, without in the least making the subject matter his own. Personal experience lends emphasis to this point. It would be quite possible for me to acquire a subject in a short time and make a creditable showing in a classroom, that day or even the next, without encumbering my mind with information for the future. Honesty compels me to add that if there had not been an examination at the end to stimulate to renewed endeavor, my knowledge of certain subjects would be even more fragmentary than it is!

Faithfulness and thoroughness are not the only values resulting from the prospect of examination. There are many minds which need repetition in order to fix a subject, and no succession of daily preparations, however faithful they may be, takes the place of the second or third learning of the subject. For a large majority repetition is an absolute essential to mastery or even an

approach to mastery of a subject. If I remember my psychology correctly, although I hesitate to mention psychology in this presence, there is scientific authority for this statement.

The review of a subject preparatory to examination has another value which it would be difficult to overestimate. Nothing in the conduct of a course is more important than the "systematic review," to use an overworked expression. What are some of the values? First and foremost, the subject is seen in its entirety, giving to the student in most cases the first keen sense of the trend of events, the development of ideas, the growth of a movement. There is acquired a perspective which does not come from daily preparation, a truer sense of values, better understanding of the early work of the course in the light of the later, aids in helping to distinguish between the important and the unimportant, to correlate isolated facts. The advantage of the kind of a review is many-sided; I would not exclude even "cramming." I quite agree with a member of my Faculty who says, "I am not afraid of the so-called 'cramming' which people urge against examinations. Intelligently done, it is a good thing. It ought to be based on previous work. But even if it isn't, it is better than nothing." And with another, who adds, "The word 'cramming' has an ugly connotation, but if we understand by it the summoning of all one's forces and knowledge of a given subject to meet a definite test, we have nothing other than what the lawyer, doctor or preacher has often to do, his success depending upon his power to do this, backed by adequate knowledge. It is a very worth while achievement for the young student to put all her knowledge on a given subject where it will be available to meet a crisis." The training in "concentrated attention" involved in a rapid review is in itself a great asset, a power which the possessor will be glad to invoke many times in his later career.

There are incidental pre-examination advantages which are of lasting benefit. The educational pendulum has swung away from mere memorizing, from many points of view, wisely. Parrot-like repetition is not education; an attempt to master a subject, to give it one's own expression, is infinitely better. But pendulums have a way of swinging to extremes, even educational pendulums. There is much to be said for the power of memory which our grandmothers—and presumably our grandfathers—cultivated. There are many situations in which we have reasons

to congratulate ourselves upon our trained memory or to lament its lack. It would without doubt be assuming too much for the content examination to say that it always results in this power, but it certainly serves as a stimulus to the retention as well as the acquisition of knowledge.

And that leads to another "desirable," the actual *acquisition* of knowledge, not alone the *capacity* for acquisition. It is a great thing to develop aptitudes, to encourage quick response to stimuli; it is also important to have a well-stored mind, an accumulation of knowledge. There is a tendency to lose sight of the *value of knowledge as such*, and the content examination emphasizes this. If the content examination is concerned with admission to college, it is of value in testing the students' previous knowledge of the subject, where the testing of more general ability is not sufficient. There must be a certain amount of background. Not infrequently the examination is in the nature of a reward—not always, I must admit, so perceived by the student—a reward for the industry and zeal shown especially in pursuit of a subject for which he has no special "bent." The content examination throws light not only on a student's natural abilities, but also on what use he has made of them in the acquirement of facts. Incidentally, recognition of or reward for industry and zeal is worth emphasizing in this day and generation, especially among a people only too ready to exalt aptitude and quickness and to ignore the more old-fashioned virtues of application, concentration, perseverance.

The content examination has a distinct value at the time of taking. It demands the exercise of powers essential to any success in life, for example, the power of concentrating one's forces, and focusing them on the subject in hand, a very useful counter-irritant to the tendency today to scatter, dissipate, give snap-shot judgments. The necessity of pulling oneself together to meet an emergency is not the least of its values.

The content examination calls for ability to correlate and discriminate, to arrange material, to express ideas, within a limited time. The mere act of writing the examination paper is of value since the student must learn to control his mind, use facts which he has already acquired and make those facts clear to another. It is a test both of capacity and of accomplishment—that is, a test of the student's capacity for learning and a demonstration that he has learned something in the past. In addition

to the test of capacity in general, the content examination is a test of mastery of an extended subject, a test of the power of sustained thinking, a test of ability to present a train of thought in a reasoned and ordered way. It puts less emphasis on mental alertness, thus giving more of a chance to the slow but thorough student—and more emphasis upon power of reasoning and careful discrimination.

The value of the content examination in later life is the strongest argument in its favor. The training in the organization of knowledge, in the mustering of powers, is "an excellent preparation for challenging moments in life." The student who has learned to adjust himself to the unexpected, to do the best with that which he has and without panic, to meet the situation, has developed skill and resourcefulness and even courage for moments in the future, when the remembrance of having accomplished things seemingly beyond him keeps him from cowardly flight in trying moments. The member of my Faculty who emphasizes this value adds, "I imagine I shall continue to find causes for congratulating myself on my college experience with the content examination. Long may it flourish in the land!"

Accuracy, understanding, the power of organizing material and of applying knowledge, the ability to amass and handle information and to express it clearly are important assets in later life and service. An able public speaker says of the content examination, "Personally I owe a very great deal to college examinations in the training of my mind so that I could make a public speech without notes."

The fact that the content examination emphasizes "reasoned judgment based on knowledge" may well be re-emphasized in these critical days. It is true that "one can't rely wholly on aptitude," but relying on aptitude is one of the temptations which doth so easily beset us. The criticism of our Rhodes Scholars is a criticism based not on inferiority in native ability or aptitude, but on the lack of thoroughness in preparation as compared with English students.

Finally, it is not our *capacity* for learning that we need to have tested as much as our *actual acquisition* of learning. One of my Faculty rather naively remarks, "And I cannot help feeling that one of the things that they (our students) should gain is knowledge." I, too, cannot help feeling that one of the things

that they should gain is knowledge! It would be an absurdity to claim that the content examination is the only pathway to that goal, but it is equally futile to deny that it is a propelling force in that direction. If that were its only claim, it would be a sufficient argument in its favor.

It would be, perhaps, arrogant for any speaker to say that knowledge can be secured by the content examination alone. But if the examination does help in the school and in the college to emphasize that side of education in addition to the value of quickness, alertness, aptitude, is it not worth retaining? I am inclined to say with the member of the faculty whom I have already quoted, "May it long flourish in the land!"

DISCUSSION

Professor Agnes L. Rogers, Goucher College.—There is a distinction to be drawn between content examinations as a means of selecting students for admission to college and content examinations as a method of instruction. I think all would admit that content examinations have much value. We know that they lead to the systematization of knowledge. None of us would dispute that fact. We feel, however, that there is a fundamental difference between an examination imposed by external authority and the typical examination given in the classroom by teachers well-informed of the capacities of their pupils and apprised of the instruction they have had. While all of us approve of examinations both as a most useful tool for the organization of the pupil's knowledge and as a means of measuring roughly his progress in learning, we would hesitate to accept the principle that external examinations in their present form are satisfactory instruments for measuring the aptitudes of individuals for college work.

We have good reasons for this hesitation. Thus we have definite evidence that the college entrance examination is inferior to the accrediting system as a way of securing students of academic promise. Not only do we have the pioneer studies of Edgeworth, which established the unreliability of examinations, even when most carefully conducted, as instruments for choosing the best individuals in a group, we have Thorndike's results obtained in the case of the Columbia entrance examinations,

which confirm them, and, moreover, an investigation by Lincoln, which definitely compared the predictive power of high school grades with entrance examination grades and which established that high school grades were one and a half times as reliable as indices of the ability to succeed with the work of the freshman year as were the standings on the entrance examination.

It is important also to bear in mind that the accrediting system is bound to improve in the future, if the present movement towards scientific measurement of classroom products progresses, as we all expect it will. At the present moment it is true that with the certification system we rely very largely upon the subjective judgments of principals and teachers as to the capacity of students. As time goes on, however, we are confident that standardized tests of high school abilities will be available, and consequently high school records of students' abilities will not represent mere subjective impressions, but records based on objective evidence of a reliable kind.

It is evident that the present accrediting system is far from perfect, although superior to the entrance examination. We stand in need of an additional check on the student's capacity. It would seem advisable to have an independent estimate of academic promise. Such a useful check we have in the psychological tests of general intelligence. Their conspicuous merit is their objective and reliable character.

The college, however, not only requires able students, it must have adequately prepared students, and the college conception of adequate preparation does not apparently coincide with that of the high school. If the entrance examination system indicates the college idea of the way of measuring the preparation the student should have, then certainly the high school teacher does not share this idea. The high school teacher believes, and rightly believes, that the typical entrance examination has had a pernicious effect on high school teaching. To be rated, as teachers are, by the number of successful candidates they have trained for examination ordeals robs teaching of its joy, and anything that would relieve the teacher of this would be a good thing.

It is for this reason I suggest that we really need standardized tests not of general capacity alone, but of the particular capacities fundamental to the various lines of college work. It

happens that one of these fundamental abilities, which is distinctly a product of elementary and high school training, is included in the tests which you have examined. I refer to the test of the ability to read difficult English with understanding, the test of the student's command of the vernacular. It is fundamental to many branches of college work, and it is absolutely necessary that we eliminate from the colleges those who fail to attain a satisfactory standard.

There are other capacities involved in college studies which should be similarly tested. For example, we are agreed that all students should have a certain command of a foreign language. That being so, we ought to have a standardized test of the ability to read French or Spanish or any other particular language. If the candidate is to study mathematics in college, we should likewise have standardized tests of his proficiency along mathematical lines.

In this way we would guard against having poorly prepared students. I think that we as an association which hopes to see education made a science should further every effort in the direction, first, of using psychological tests of general intelligence now as the best available tool we have to check the accrediting system, and, second, that we should support, as far as in us lies, the movement toward the construction of standardized tests of classroom products.

Professor George Gailey Chambers.—Mr. Chairman, I have been looking over my notes while Dr. Rogers was speaking and I find that she has pretty well covered them, so that I will not take much of your time.

I want to reinforce what both she and Dr. Woolley have said in regard to the value of the content examination by condemning the practice, which has grown up in both schools and colleges, of exempting a large number of students from examinations at the end of their courses. I think we will all agree as to the value of content examinations at the completion of courses in school or college. And this practice that I am condemning is resulting in a great loss to many of our students and a loss, unfortunately, to that group of students who probably have the best ability and would really profit most in the long run if they had to take these examinations.

The question, however, before us is not as to their value under those circumstances, but as to their use by an external body to determine which of a set of applicants for admission to college should be accepted. As to the choice between their use for that purpose and the use of intelligence examinations, I have been trying to take a somewhat scientific attitude of mind. I have felt and still feel that the question is in the experimental stage. I am willing to do all I can to conduct experiments to test their value. I am willing to make all efforts possible from a strictly scientific point of view in comparing the value of the two types of examinations, and I believe that ultimately we will work out either a definite scientific decision between the two or possibly a compromise.

As my information concerning these examinations has grown I must confess that it has gradually increased the feeling in my mind that probably these examinations have considerable value. More and more I am growing to feel that there is a value and a real use that can be made of them in the selection of students for admission to college as well as in a number of other lines of educational work.

The problem before the college or university that has been admitting students on certificate is a somewhat different one from that of the colleges who have been up to the present time requiring content examinations. In the latter case the action is that of substituting the new type of examination for the old. In the case of the college that is at present what is known as a certificating college the question is, shall an examination of one kind or another be added to the present practice of examining the students' school records and the school certificates as to the students' ability or examining any other evidence that may be presented bearing on the question. I am inclined to believe that the experimentation has already gone far enough to justify colleges in giving a psychological examination to their applicants for admission, to consider the result of that examination, along with all other available data bearing on the ability of the student to take up college work. But I am not just yet ready to say how much value it should have in passing on a particular case. I feel that we should go rather slowly, very guardedly, in either excluding a student because he has gone down rather low in the intelligence examination, or admitting a student whose school

record is doubtful when he has gone up high. I believe that if a college or university should begin giving such an examination to their applicants that only extreme scores should have a real effect in a decision.

But if these examinations were given to all entering students, even if at first they had practically no effect in the decision as to admission, it would result in an accumulation of data of the most valuable kind in continuing the study of this question from the scientific point of view.

I was also interested in noting that Dr. Rogers brought up one other point which I had planned to mention. I believe that the giving of an examination in the ability to use the English language would be a very good accompaniment of the pure intelligence examination. Now I refer not to an examination which would include any information about English grammar nor would it call for any particular facts from literature or any other particular facts; but purely an examination in the ability to use the English language. I am not sure whether that is strictly a content examination or under what category it falls; but I would like to say a word in this connection as to the advisability of that procedure.

To my mind the whole question of admission to college is one of the phases of the general problem of educational guidance, a problem which I am hoping that both schools and colleges will more and more take on as one of their functions. It should be a part of the function of the school, to help the student to get into the right kind of later study or educational work. Such a function, if established and carried out by the schools, would normally guide certain students into the college and would guide others from the college into some other line of work or into some type of school other than a college. Now if that function is developed I believe that examinations of this kind, intelligence examinations, will play a very important part.

It seems to me, therefore, that whatever plan is adopted, the colleges and universities ought to take steps to encourage the developing of the function of educational guidance on the part of the schools; and if a school develops a system of that kind and through that system a recognized first grade school definitely guides one of its students into college, saying that this student is

unquestionably ready to take up college work and will profit by it, that such a definite action on the part of the school ought not to be outweighed by any type of examination given from the outside.

GENERAL DISCUSSION

Dr. Thomas Fell (St. John's College, Annapolis) spoke of the difficulty in the interpretation of the phrase "four years of high school or its equivalent," especially in view of the lack of standardization in some states, the necessity of measuring the mental content of an increasing number graduated from schools in foreign countries, and the fact that some men of supernormal ability can be prepared for college in three years. The psychological examination seemed to him of possible value in helping to lessen this difficulty.

Dr. Francis Dakin (Haverford School), after expressing confidence in the intelligence, experience, and scientific knowledge of the authorities at Columbia University, voiced his dread of what might happen if this type of examination were in the hands of people who were merely groping ignorantly in the dark. This drew from Professor Thorndike the opinion that nothing could be worse than a bad psychological examination, "except possibly the bad unpublished judgment of some person who had weird opinions."

In response to a query from Rev. C. P. McClelland (Drew Seminary for Young Women), Professor Thorndike explained that the results of the Columbia Psychological examinations could not be used as data for determining whether students not prepared for content examinations could score high in the general mental tests, as these psychological examinations had been given only to those whose school records indicated that they were ready for college.

Speaking from experience with the Thorndike tests, Dean Hawkes (Columbia College) pointed out several generalizations that seemed possible, even upon what might be thought insufficient evidence. In the first place, the type of boy who is apt to choose the alternative method of admission is a little different from the type who prefers the content examinations. He is self-reliant enough to say, "If there is any machinery on earth that can test what kind of mind I actually have, I am not afraid of it." Such

a man enters college in the spirit of making good. Dr. Hawkes further pointed out that this alternative method was only an extension of the method of admitting upon the basis of a few comprehensive examinations as samples of a boy's mentality and the effect of his training, combined with certification in other subjects.

Professor William L. Crockett testified that the experience in the School of Liberal Arts at Pennsylvania State College showed a correlation between the psychological examination recently given to all Freshmen and their standing in the mid-term examinations, in that those whose marks in several college subjects were below grade had stood exceedingly low in the general mental test.

Dr. Charles Ehrenfeld (York Collegiate Institute) expressed the hope that this type of examination might prove useful in bringing about more intelligent content examinations, particularly in the modern foreign languages.

Urging the closed association of schools and colleges, Principal C. B. Walsh (Friends' Central School, Philadelphia) suggested that content examinations be set by the school for their own students, and that the colleges do their testing by making use of some such general examination as that recommended by Professor Thorndike.

President Kerr D. Macmillan (Wells College) called attention to the lack of general satisfaction with either the certificate system or the content examinations and to the as yet uncertain value of the psychological tests which "are by no means so much a test of the naked soul of man as they are supposed to be." He advocated the use of the so-called "new plan," provided that the comprehensive examinations be taken in subjects that have been studied for more than one year. By this plan the college has the benefit of the school record and also the examination books, which are returned by the College Entrance Examination Board to the colleges which the candidates intend to enter. This system seemed to him to "combine all the good elements of the various kinds of methods previously used for transferring students and avoids the dangers, difficulties and shortcomings of them all."

COMMITTEE APPOINTMENTS

Committee on Audit: Dr. Eugene Randolph Smith, Park School, Baltimore; President Kerr D. Macmillan, Wells College.

Committee on Nominations: Dr. Richard M. Gummere, William Penn Charter School; Miss Beulah Fennimore, Kensington High School for Girls; Headmaster Wardlaw L. Miles, Gilman Country School; Dean W. W. Alexander, Swarthmore College; the Secretary.

AFTERNOON SESSION

BUSINESS MEETING

Report of Nominating Committee (see list of officers for 1919-20).

ANNUAL REPORT

of

STANLEY R. YARNALL, *Treasurer*

in account with

ASSOCIATION OF COLLEGES AND PREPARATORY
SCHOOLS OF THE MIDDLE STATES AND
MARYLAND

For the Year 1918-19, Ending November 26, 1919

DEBIT

Balance December 2, 1918.....	\$635.88
Dues from one institution for 1916-17.....	5.00
Dues from four institutions for 1917-18.....	20.00
Dues from 206 institutions for 1918-19.....	1,030.00
Dues from one institution for 1919-20.....	5.00
Interest on deposits.....	19.00
	—————
	\$1,714.88

CREDIT

Expenses of Annual Conference 1918.....	\$84.18
Printing	482.43
Salaries	150.00
Postage, office expenses, etc.....	88.00
Travel of Officers, Executive Com., etc.....	39.76
Dues	10.00
	—————
	\$854.37

Leaving a balance in the hands of the Treasurer November 26, 1919, of..... \$860.51

On deposit with the Girard Trust Company, Philadelphia.

Three institutions are in arrears for the dues of 1916-17, 1917-18 and 1918-19.

Three institutions are in arrears for the dues for 1917-18 and 1918-19, and ten for 1918-19 only.

In accordance with the By-Laws of the Association, institutions are automatically dropped from membership because of non-payment of dues for three consecutive years.

This rule applies this year to the three institutions first mentioned—Moravian College, Bethlehem, Pa.; Swarthmore High School, Swarthmore, Pa., and Altoona High School, Altoona, Pa.

The Treasurer has written personal letters to each institution in arrears, in addition to sending statements several times during the fiscal year.

STANLEY R. YARNALL, *Treasurer.*

REPORT OF THE AUDITING COMMITTEE

We have examined the above account and the accompanying vouchers and find all to be correct as set forth, the balance in the hands of the Treasurer being \$860.51.

EUGENE RANDOLPH SMITH,

KERR D. MACMILLAN,

Auditors.

REPORT OF THE EXECUTIVE COMMITTEE

The members of your Executive Committee met twice at the call of the President for the transaction of business and to make provision for the annual meeting of the Association.

In addition to preparing the program, the Committee elected Mr. Edwin Fairley, Jamaica High School, as one of our representatives at the Conference on Uniform Requirements in English, in place of Mr. Theodore Mitchell, deceased; and authorized the chairman of the Committee on Classification of Colleges to spend a sum not to exceed twenty-five (25) dollars in connection with the meetings of the committee.

The following institutions were approved for membership: School of Medicine, University of Maryland; Women's College of Delaware; New Jersey School for the Deaf, Trenton, N. J.; Geneva College, Beaver Falls, Pa.; D'Youville College, Buffalo, N. Y.; Lincoln University, Pa.; Girard College; Miss Beard's School, Orange, N. J.; Miss Chandor's School, New York City; Miss Jacobi's School, New York City. Two of these institutions have not yet formally accepted membership in the Association.

A communication was received from Professor Harry Clark, Secretary of the Southern Association on Accredited Schools, asking the Association to send a delegate to the annual meeting of the Association of Colleges and Secondary Schools of the Southern States, to be held at Louisville, Ky., December 3, 4 and 5. Such an interchange of delegates already exists between the North Central Association and the Southern Association. The Executive Committee reports this request to the members of the Association with its hearty endorsement.

Respectfully submitted,

GEORGE WM. McCLELLAND, *Secretary.*

REPORT OF THE DELEGATE TO THE CONFERENCE COMMITTEE ON STANDARDS

President Frederick C. Ferry, Hamilton College.—I do not need to take your time to give this report with any detail whatever inasmuch as it was presented and widely distributed last spring. The Twelfth Annual Conference was held in March in New York City. Six subjects of general interest were considered, and on one of them only was official action taken. That was the definition of a college.

The report may be of interest for the reason that it gives in historical form the attitude taken by forty-seven colleges and universities towards the giving of credit for military, naval or national service. Copies of that report are available at any time by addressing Dean Nicholson, of Wesleyan University.

REPORT OF THE DELEGATE TO THE CONFERENCE ON ENTRANCE REQUIREMENTS IN ENGLISH

Mr. Wilson Farrand, Newark Academy.—In the absence of Dean Stoddard I desire to present the printed report of the meeting of the conference last February. Copies of that report have been distributed, and there are additional copies in the front of the room. I will simply say this, it contains the requirements for the years 1922, 1923 and 1924, the previous report having covered the years 1920 and 1921.

REPORT OF COMMITTEE ON STANDARDIZATION
OF COLLEGES

Professor Adam Leroy Jones, Columbia University.—We have distributed through the audience two typewritten pages, one of which bear the "proposed Definition and Standards." The other is the statement of a "Proposal to Establish a Commission of Institutions of Higher Education."

The committee wishes to present this proposed definition and its standards for adoption and to ask also that a commission constituted as indicated on the second sheet be appointed by this Association.

The committee which presents this report has been at work upon the subject for three consecutive years and has made itself familiar with the work which has been done by other standardizing agencies in this country. Members of the Association are undoubtedly aware that for a number of years past the North Central Association of Schools and Colleges has carried on this work in its own territory with very excellent results, and that work of a similar character has been done by the Southern Association of Colleges and Secondary Schools in the enforcement of the requirements of admission to that Association. The same thing has taken place in New England to a considerable extent, as a result of the activities of the New England Regional Association, and the Association of American Universities has carried out the same work to a very important degree among institutions over the country as a whole. There are various other bodies, of course, which have had much to do with this problem, not the least among them the Carnegie Foundation. The Catholic Educational Association formulated a standard some years ago for its own institutions.

I should mention also the activities of the Association of Colleges of New York State, which, after long and due consideration, adopted some two years ago a definition which is identical with the one we now present, and which definition has since been adopted by the Regents of the State of New York as the official definition of that State.

With your permission, I will read the proposed definition and proposed standards.

PROPOSED DEFINITION AND STANDARDS

An institution to be ranked as a college of liberal arts must have at least eight professors giving their entire time to instruction therein; must require for admission not less than four years of academic or high-school preparation, or its equivalent; must conduct a curriculum of four full years of approved grade in liberal arts and sciences.

It is recommended that in interpreting this definition the following standards should be employed with due regard to the fact that an institution falling below the desired standard in certain particulars may more than make good this lack by excellence in others.

1. A college year should include for each student not less than thirty-four weeks of actual work, of not less than fifteen full periods per week of academic work or the equivalent.

2. Members of the teaching staff in regular charge of classes should have had not less than one year of graduate study, and a majority of them should have had training equivalent to that presupposed by the degree of Doctor of Philosophy; in all cases efficiency in teaching as well as the amount of research should be taken into account.

3. A preponderance of the teachers who have independent charge of classes should be of professorial rank.

4. The number of periods per week of teaching, for each instructor, should not exceed sixteen.

5. The curriculum should provide both for breadth of study and for concentration.

6. The curriculum should have justifiable relation to the resources of the institution.

7. There should be library and laboratory facilities adequate to the work which the institution announces, and these should be kept up to their full efficiency by means of adequate annual expenditures.

8. There should be a minimum productive endowment, beyond all indebtedness, of at least \$500,000. In the case of tax supported institutions or those maintained by religious or other organizations, financial support or contributed services equivalent in value to the endowment specified are substitutes.

NOTE. For the present the application of this principle will not be strictly made in the case of institutions which otherwise

fulfill the requirements, but such institutions will be expected to increase the amount of their productive endowment to the sum indicated at the earliest possible date.

9. Salaries paid the members of the teaching staff should be adequate. The minimum will depend upon the local cost of living as well as upon other factors.

10. In administering entrance requirements, exceptions should be few and made only for reasons of great weight.

11. The records of the graduates of the college in graduate and professional schools should be satisfactory.

It will be noted and perhaps objected that in the case of a number of these standards the statement is general and not absolutely specific. There is no statement to suggest how many volumes there should be in the library or just what the minimum salary should be. That is intentional. It is not possible to formulate a set of standards that will enforce themselves. It might be possible to formulate a set of standards where exact figures would be given in each instance, but it is obvious to any one on a moment's reflection that a satisfactory minimum standard low enough to admit the small college in a country community, where living expenses are relatively low, would be quite too low for the college or institution in a different locality where the minimum acceptable salary might be twice as great. In view of the fact that no such definition can be used without discretion, without some body of men who shall judge the extent to which institutions which will apply have met those requirements, and shall judge also, let me say, the degree of conscientiousness and thoroughness and the success with which the accepted standards are being enforced, the committee will move that the Association establish a commission. I will read the wording of the proposed resolution:

PROPOSAL TO ESTABLISH A COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION

There shall be a Commission on Institutions of Higher Education.

The Commission on Institutions of Higher Education shall consist of fourteen persons, six from higher institutions belonging

to this Association, three from secondary schools belonging to this Association, and three at large. The President and Secretary of this Association shall be members of the Commission *ex-officio*. Aside from those who are members *ex-officio*, members shall be elected by the Association on the nomination of the Nominating Committee for terms of three years, two of the first group, one of the second and one of the third to be elected each year, except that the original members of the Commission shall be appointed by the President of this Association with the concurrence of the Executive Committee, two members from higher institutions, one from secondary institutions and one at large to be appointed for terms of one year, a like number for two years, a like number for three years.

The duties of the Commission shall be:

1. To recommend from time to time such changes in the stated standards for institutions of higher education as may be desirable, especially such as may be in the direction of uniformity with those of other standardizing agencies.
2. To adopt from time to time lists of accepted institutions of higher learning in accordance with the standards accepted by this Association.

It is understood that before any institution is refused a place upon an accepted list it shall have every opportunity to be fully heard by the Commission.

After considerable discussion the resolution of the Committee, as proposed by Professor Jones and regularly seconded, were adopted. Upon motion of Dean A. H. Quinn the Executive Committee was authorized to defray the expenses of the Commission for one year.

NEW BUSINESS

The Chair was authorized to appoint a fraternal delegate to attend the meeting of the Association of Colleges and Secondary Schools of the Southern States. The Secretary, Professor George Wm. McClelland, was designated.

Professor Geo. G. Chambers, University of Pennsylvania, made the following motion, which was seconded and carried: That a committee be appointed to study the advisability of steps

being taken to determine definite standards for secondary schools and to prepare lists of accredited schools; this committee to report at the next annual meeting of the Association—first, as to the advisability of taking such steps; and, if deemed advisable, as to the steps that should be taken.

APPOINTMENTS

Representatives on College Entrance Examination Board:

Mr. Wilson Farrand, Newark Academy; Dr. Frank Rollins, Bushwick High School; Mr. Stanley R. Yarnall, Germantown Friends' School; Mr. Walter Marsh, St. Paul's School; Mr. Eugene Randolph Smith, Park School, Baltimore.

Commission on Higher Institutions:

The President of the Association; the Secretary of the Association; (for three years) Professor Adam Leroy Jones, Chairman; Professor Luther P. Eisenhardt, Princeton University; Mr. Wilson Farrand, Newark Academy; Dr. A. S. Downing, New York State Department of Education; (for two years) Dean John H. Latane, Johns Hopkins University; Professor George Gailey Chambers, University of Pennsylvania; Principal A. Alvin Snook, Frankford High School; Dr. J. George Becht, Assistant Commissioner of Education for Pennsylvania; (for one year) Professor Leigh W. Reid, Haverford College; Professor Charles W. Mounton, Vassar College; Headmaster A. E. Brown, Harrisburg Academy; Dr. A. B. Meredith, Assistant Commissioner of Education for New Jersey.

Committee on Accredited Schools:

Headmaster Wm. M. Irvine, Mercersburg Academy, Chairman; Professor George Gailey Chambers, University of Pennsylvania; Dean H. E. Hawkes, Columbia University; Principal Stanley R. Yarnall, Germantown Friends' School; Mr. A. D. Meredith, Assistant Commissioner of Education for New Jersey.

AFTERNOON SESSION

DAVID B. CORSON, SUPERINTENDENT OF SCHOOLS,
NEWARK, N. J.

The assigned subject for consideration is "The College of the Future," which assumes that the college of the present will pass away and that another will take its place. This, we feel assured will, if it does occur, be the result of an evolutionary process in accordance with the law of progressive development. Changes are certain to come, but exactly what they will be it is useless to predict. It is timely, however, to examine the "Claims of the New Type Junior College" to determine, if possible, at this time, its merits and its probable service.

Men who speak with authority on educational problems and the faculties of the great state and other universities of the west have approved and encouraged the Junior College. President Harper was its father, Chicago University its mother, and President Jordan was the first to make popular the name of the new institution. With such parentage and baptism it has started on its life career. It was introduced into the public school system of Illinois at Joliet in 1902 by the addition of two years to the four-year high school course. This action followed a conference of J. Stanley Brown, the Superintendent of the city schools, with President Harper and those acknowledged leaders of public school education, Soldan of St. Louis, and Greenwood of Kansas City. The example thus set was followed by cities in neighboring states. The state of California, under the leadership of its universities, adopted the plan with great enthusiasm. There was felt a real need for such an institution. The distances were great to the universities and there was a scarcity of small colleges. Its first Junior College was established at Fresno in 1910. In 1915 there were twelve, all having added two years to their high school courses. In the same year there were eleven high schools in the jurisdiction of the North Central Association of Schools and Colleges which reported the same addition to their high school courses. A notable event in the progress of the movement occurred in 1911 when a number of interested institutions requested the University of Missouri to inspect and accredit them as junior colleges. A Junior College Accrediting Committee, composed of the president of the University and members of the

faculty, was appointed and was instructed to inspect carefully and thoroughly all colleges which applied for credit and to confer with their faculties and administrative boards for the purpose of formulating rules and regulations governing the approval of junior colleges. Many of the so-called colleges in Missouri were merely private seminaries and finishing schools for girls. They were endangered by the expansion of the public high school, and were glad to give collegiate and vocational courses in order to hold their place. As the result of the efforts of the Accrediting Committee, nine institutions began a reorganization to meet the requirements. The movement in Missouri is important and significant, as in California, because of the sympathetic attitude of the state university.

That there are several types of Junior Colleges is known to all who are familiar with educational affairs in this country. The first variant is that found at Chicago University, where the two lower years of the four-year college course constitute a unit, the completion of which is marked by the granting of the degree of Associate in the University. This Junior College is a campus institution, has a part in the life of a great center of learning, receives the benefit of all the influences which center in such a place, and shares all the customs and traditions which form a part of college life. A second variant is that of institutions famous for the effort to marry poverty and high ambition. These so-called colleges are somewhat rare in the East, but they are not unknown to educators. Lacking endowment and stable financial support they struggle along with inadequate facilities and equipment, pay very poor salaries to instructors, and offer curricula somewhat more than secondary in scope and character. The best of them provide one, two, and, in some cases, three years of additional work. They give the time-honored degrees, but may reasonably be classed only as Junior Colleges. A third variant is that of the Junior College maintained by public funds in connection with the high schools in public school systems. It constitutes an extension of the high school in two ways—one, by added requirements in the several subjects of instruction, and the other by superimposing upon the four-year course the first two years of college work. This form of Junior College does not grant degrees, but modestly contents itself with the effort to educate the youth within its portals.

One form of high school extension is that well illustrated by a Junior College in the state of Washington. The upper classes of a 1000-pupil high school being small, the faculty good, and the time favorable, it was arranged to permit graduates of the school to take an additional year of work. In this "college year" was offered: First, *new courses*, limited to English and Mathematics, to be taken only by the qualified college student; second, *upperclass* high school courses to which sufficient work was added to make the course rank as a college course. Full credit is given to these courses by the state university, but to be eligible to take any one of them a student must have satisfied the entrance requirements in the subject. In this institution the student has the opportunity to take the various subjects offered in a cosmopolitan high school. The range covers the sciences, foreign languages, commercial and vocational subjects. Those post-graduates who do not wish university or normal school credits have the privilege of prolonging their training for distinctly vocational purposes. The practice in this Junior College is somewhat unusual. It may be temporary only, subject to change as the college develops. It recalls the suggestion made by the Missouri Junior College Union that the Junior College course should consist of the last two years of the high school and the first two of the college.

A second form of Junior College is one with which the writer is personally familiar. It was founded without university initiative, suggestion, or even encouragement. It rests upon the conviction that the city should give its youth an opportunity to do work of distinctly collegiate grade at home. For some years a number of the graduates of the high schools had for various reasons returned to the several schools of the city to take what was called post-graduate work, but what in truth was to repeat subjects already taken or to take subjects not included in the course covered by their diplomas.

This Junior College was established in September, 1918, with fifty pupils in attendance, all of whom were graduates of a four-year secondary course. The second term sixty-eight entered, and the third sixty-nine. The plan of admission included students of three types: First, matriculated students, comprising those who could meet or had met the entrance requirements of a senior college; second, those who had met entrance require-

ments with not more than two conditions; third, special students, graduates from high schools, who desired to pursue college subjects but who did not intend to work for a degree in a senior college. It was not possible in the conservative East at once to assure the students that senior colleges or the State Department of Education of New Jersey would approve the college, so thirty-six students, because of the uncertainty, withdrew to attend other colleges or normal schools, and twenty to engage in gainful occupations. Some of the latter were unsuccessful in their work, finding after trial, that they were not equal to the demands. At this writing, there are enrolled 112 students—77 young men and 35 young women—distributed as follows: B. A. course 20, and 4 specials; B. S. course 18, and 1 special; pre-medical 28, and 1 special; engineering, 16; pre-journalistic 4, and 1 special; secretarial 15, and 1 special; domestic science and domestic art, 2 specials; architecture 1. The students carry a minimum program of 16 hours, but should the senior institution require 18 or even 21 hours, as some of the engineering schools do, the student is permitted to do that amount of work. The student's work is carefully followed and should it show weakness, he is required to drop a subject.

The program of studies covers the range indicated by the foregoing enumerated courses. It includes English, the classics and modern foreign languages, mathematics, sciences, and social studies, philosophical subjects, public speaking, physical training and hygiene, and the commercial studies of the secretarial course. All the courses are of college grade and are not high school courses with supplemental work. Although given in a high school building, they correspond in scope and character to the freshman and sophomore courses given in colleges of the highest rank throughout the country.

The library facilities are supplemented by the collection of the Free Public Library, which is at the disposal of the college. The equipment and facilities of the physical and biological laboratories are excellent, and equal, if not superior, to those of many small colleges. The lecture rooms and laboratories are used by the college classes at hours other than those of high school classes. Only occasionally do individual college students do their laboratory work in a period with high school students.

The life of the college is distinct, although under the same

roof as the high school. The recitation hours are different, covering a range from 8:30 a. m. to 4:30 p. m. on each school day. The assemblies are of college students only. The students have their own recitation and study rooms, their own athletic teams, their central college organization to which every student must belong before he can join any other club. The honor system has been introduced and the students govern themselves. The classes elect representatives to an Honor Council which has judiciary as well as executive power.

The faculty is composed of thirteen members, six of whom give their time exclusively to the college, while the others have programs of high school and college subjects. Four are ranking heads of departments in the high school. Twelve have done post-graduate work and hold the master's degree, while three hold in addition the degree of Doctor of Philosophy. They are all teachers of successful experience and excellent records. Some are authors of books and contributors to periodicals, and active leaders in their profession. They are skillful instructors, devoted to their work and ambitious to make the college successful.

The New Jersey State Board of Education has accorded its official approval to the college and seventy-one of the leading colleges and universities have expressed their willingness to give credit to those students who fulfill the entrance requirements and sustain themselves in the advanced work. It must be admitted that such a college has possibilities of excellent service.

The foregoing description of the origin, development and growing popularity, and of the present typical form of organization and administration of the Junior College suggests the fact that it is not wise to make dogmatic statements or positive claims as to what manner of child it is to be. It is still too young and there is too much uncertainty about its real character to do more than to call attention to its possibilities. The establishment of such colleges in many states, although chiefly in the central and western sections of the country, makes the experiment national in scope. There have been founded eighty-five in little more than a decade, a number likely to increase rapidly and a number sufficient to make the examination of their function of some interest to educators.

The American college of today is an institution indigenous to the soil. Its venerable age and its excellent service make it

worthy the place it occupies in the confidence and affection of those who have been inspired by its ideals and benefited by its efforts. It may not escape the erosion of streams of influence flowing through educational fields. The history of education in the 19th century shows two such streams or developments,—one below the college in the secondary field, and the other above in the university field. These indicate two of the most powerful tendencies in American education. That is, the secondary field was inspired by the democratic ideal which has been an efficient though not always conscious force throughout the post-revolutionary period. It caused the decadence of the aristocratic Latin Grammar School with its circumscribed curriculum, founded merely as a college preparatory school. It stimulated the development of the Academy—a finishing school established to prepare the youth, not primarily for college entrance—although it did that—but for other fields of activity. It caused the introduction and increase of high schools. At the beginning of the Civil War—a half century ago—there were only 40 high schools in the country, but in 1910 there were ten thousand, with an enrollment of approximately one million students. The high school, too, served two purposes, but it was avowedly more democratic than its predecessor. The fact that these two schools were partly college preparatory schools does not diminish the claim of the democratic advance in education, but merely indicates the tortuous pathway of its progress.

Not only was there this expansion in the secondary field, but the period was marked by the increase in the number of different types of education in the collegiate field. The century began with one general course of study which all students took, a few various sections or parts and fewer still the whole. Latin, Greek, the elements of higher mathematics, and moral philosophy constituted the top layer and in this course all educators firmly believed. The first important innovation came by the development of professional schools. The astonishing fact was revealed that men who had shown little or no interest in the general college course at once manifested a powerful interest in the special lines of work and thus revealed the possibilities of science and other modern subjects in college education. The development of schools of law and medicine was followed by that of technical schools designed to prepare for the engineering work which an

expanding civilization required to be done. These schools took their pupils direct from the preparatory schools at an earlier age than they could have come from the colleges, and so made a diagonal in the educational field. The urgency of life's demands was thus brought in conflict with the academic ideal and practice. With the increase of professional schools came the expansion of the college program of studies by the introduction of many new subjects covering the whole field of knowledge, and of the elective system as the scheme of college instruction. Some of the work formerly done in colleges was relegated to the secondary schools and the continued enrichment of the curricula of these schools shows that the end is not yet in sight. The metamorphosis has caused much discussion and a wide difference of opinion as to the length of the collegiate course as a prerequisite for technical and professional training. The result is that some universities require four years of college work for admission to their professional schools, others, two years, others permit a combination of the last year of the collegiate course and the first year of the professional and give the baccalaureate and professional degrees for the abbreviated course. There is a widespread belief among the people, not shared by all schoolmen, that the years required to secure a full academic and professional training are too many, and that some adjustment must be made, but without sacrifice of values that have been fully demonstrated. These two tendencies have met in the inception of the Junior College, which seems to afford the solution of one vexing problem in American education, namely that of the length of college education. The Junior College is based upon the thought that in nature and scope the first two years of the present college work are essentially secondary and might well be taught in secondary schools, and that professional work should begin in the middle of the traditional four-year college course.

There are conditions existing in the colleges themselves that have caused thoughtful observers to question the value and advisability of continuing the *status quo*. A large body of students in college have other motives than to profit by the scholastic opportunities there to be found. They are indirectly seeking social or business advantages accorded because of a deep-rooted respect in America for college education, or they are following a family custom and tradition. They do not feel an interest in

the prolonged work and do as little of it as they possibly can to secure a degree. Indifference and laxity breed habits which are notoriously a handicap to anyone when his period of loafing with its periodic cramming for examination is over. When a student enters a professional school he finds an impelling necessity to work. In other days the professional bent was stronger in American colleges, although the instruction offered was not technically professional. Now there is work motivation in a course which does not function well.

Harvard, in comparative old age, settled down to the four-year course and this seems to have been the potent example generally followed. It was President Eliot who suggested in his annual report for 1883-84 the advisability of shortening the college course proper to three years in view of the desirability of lengthening the course of medical instruction to four years. It was in 1886 that the Harvard Medical School recommended the abridgment of the college course and later, the faculty of law concurred in the recommendation. The debate thus inaugurated still continues with compromises made by individual institutions. The logic of events cannot be entirely ignored. The world is changing and the time saving is a necessity not only in commerce and in the affairs of nations, but in educational matters.

The Junior College suggests a way to preserve the fundamental discipline of the four-year college course, and the experiment justifies the claim that it is possible to do the kind and quality of work desired. Such a plan enables students contemplating professional training to give two full years to the liberal studies. This should be the minimum requirement for entrance into any of the professions. Dr. Harper asserted in the famous debate in the National Education Association on the length of the baccalaureate course that "a fairly good college course of instruction is even now obtained before the college work begins." He also asserted in that same debate, arguing against a three-year college course and in favor of a qualitative instead of a quantitative measure that the high school "in its most fully developed form covers at least one-half the ground of the college of fifty years ago. It is a real college; at all events, it provides the earlier part of a college course." The recent extension of the high school indicates that a college course worthy of the highest respect and of cordial approval can be given in the Junior College.

The Junior College may develop—who can tell?—into a secondary institution analogous to the great public schools of England, to the lycee of France, or to the gymnasium of several continental countries. Its evolution taken in connection with that of the junior high schools may result in giving America an institution having a course eight years in length, from the seventh to the fourteenth grades, both included. The criticism that the American high school begins too late and ends too early will be met, for the extended high school will, in that case, reach down to the elementary school and up to the university and will include the whole period of adolescence. The unifying process will gradually change the life of the junior high school, senior high school, and junior college and bring all into organic unity, into consistent harmony with the elementary school and the university under one vine and fig tree.

The work of the Junior College will round out the general education of America's youth and will be worth while. The school *will be free* to adjust itself to new world conditions and to embrace its opportunity for great public service. This service will be to offer courses that shall function not only in preparation for university work, but in preparation for home, for shop, for business, for public affairs. It will give definite purpose through its vocational and cultural activities to the education of the masses that they may meet their responsibility with knowledge and wisdom. It will reduce the waste in American education. The headmaster of Manchester College, who has just returned to England from a tour of inspection in the United States, reports that boys in American preparatory schools are two years behind boys in preparatory schools in England. This criticism applies not only to the classics, but also to scientific knowledge. The Junior College may have a future development comparable to that of the high schools of the past. It behooves us to consider what it can do and to hasten the time when it will be functioning easily and fully.

It is obvious that an important claim of the Junior College is that it affords two years of additional training to immature boys and girls while they may still be under the guidance of parents at home. This is an advantage of great importance. Opponents claim, in their enthusiasm for the old type of college, that it is

well for young men and young women to go away from home, that it develops manliness, womanliness, independence, self-reliance. There can be no doubt that such is the result, but neither is there doubt that these traits can be formed at home, nor about the wisdom of delaying separation from home beyond the dangerous adolescent period. Thousands of timid boys of good metal have suffered tortures in what they had to endure in the early days of their college careers. The argument that it is good for a boy to be subjected to such experiences is not valid, for Spartan character may be developed in other ways. It is a common saying that "to go to college will either make or break a boy." There should be no such alternative—to go to college should make a boy. There is a very pronounced sentiment in the West in favor of this additional educational opportunity at home, for parents hesitate to send their young sons and daughters, especially daughters, to the great co-educational universities. Of equal importance is the fact that the Junior College has small homogeneous classes, where individual attention may be given to the student, and where the interest in him is real and more personal than it can be in an institution where he is lost in the large heterogenous classes. There is small chance under these circumstances to minister to his needs. He is a wanderer, an outcast, and the resulting state of affairs is deplorable. Under such conditions a student may fail either in curriculum or character or in both. The large number who "flunk out" of our colleges is the inevitable result. The Junior College claims to meet the need, and it seems likely to make good its claim. Its teachers are the ablest and most experienced in the teaching body of the school, a striking contrast to the tutors or inexperienced and untrained teachers of the lower classes in colleges. The teachers are known for their ability to interest and instruct and inspire and are not likely to be in the class of the "research professor," absorbed in knowledge for its own sake and forgetful of the young men or women committed to his care. Professor Lange, of the University of California, says, "The new spirit that inhabits and controls the old body (referring to colleges and universities) is that of the university 'made in Germany.' The older aims of liberalized personality and leading citizenship have been replaced by the purpose of research and professional training. While the university professor is not expressly forbidden

to educate young men and women, if he knows how, his first and last duty is toward his subject."

The consideration of the Junior College forces the conclusion that the high school will be extended and that its possibilities of service in the cause of democracy are very great. The Junior College has become an integral part of the public school system of one of our great states and this action has fixed its status. It is identical with the high school in sources of revenue, organization, administration and in methods of instruction and is destined to become in truth the People's College. This honor has been frequently accorded to the high school, but without other warrant than the tremendous enrollment. The Junior College will round out a more adequate state system of public instruction and will afford either a cultural or a vocational education up to the time when the student needs to begin the advanced training for his chosen life-work. The influence of the two higher grades in the school will bring the young people into closer touch with a broader education and will inspire and cause them to remain in school under ennobling influences. It has ever been so in the history of schools. To add a year or more will cause a larger body of students to stay in school until they have reached the end that is immediately before them. This will, in time, increase the number of persons who have enjoyed the advantages of a liberal education and so will create an ever increasing body of intelligent and thoughtful and loyal citizens.

The friendly and even cordial attitude of the great state universities and of some richly endowed universities in states now the acknowledged center of American democracy, has been a factor of tremendous influence in furthering the cause of the Junior College. It could not have been what it is but for their fostering care. No blighting wind blows from them, but breezes that bring blessing and good tidings. The great state endowments provided for education through the wisdom of the fathers are, it is now apprehended, to further democracy in education and not to preserve an entrenched, conservative aristocracy. Under the most advanced democratic conditions the Junior College fits into the scheme of things, and it has demonstrated its usefulness and its ability to serve. There is a vision in the minds of some that the future may hold for it a large field of usefulness. There will be no well founded claim that the students are un-

developed because they have missed some features of college life often much emphasized as beneficial to individuals. The emphasis will be placed upon the opportunities offered to citizens and upon the service rendered to the community. It will eventually be a powerful incentive and influence in the intellectual and moral life of any city which adopts it.

THE FOUR-YEAR AMERICAN CULTURAL COLLEGE

PRESIDENT ALEXADER MEIKELJOHN
AMHERST COLLEGE

Ladies and Gentlemen: I am afraid I have not very much of a speech to make to you. The Chairman said by way of starting the program that we were to have no controversy, and I found that my function had disappeared.

I think, also, I must refer to the opening remarks of Mr. Corson, for he also seemed to rule me off the program. If I understood him rightly, he said the title "The College of the Future" as a title means that the college of the old days is gone, and the only question is what shall the new college be. If that be true, I am here simply to pronounce a funeral oration, perhaps to tell you the merits of the dead. Why I should come to argue for it as a thing that is living I cannot understand.

In speaking of Dr. Corson's paper I think there are one or two other points that I must refer to. I understood him to say that in these United States the high school is a better institution than the college. I wish simply to record my opinion that he is wrong. I have known both institutions, and I believe that from the social point of view the high school is a worse institution than the college. I mean that students go to high school more for social purposes than they go to college for social purposes, and that the social atmosphere is not so good. And in this connection may I recall the remark which Dr. Corson quoted from an English observer of our educational institutions, namely, that when students leave the high school they are two years behind the corresponding students in other countries. That is hardly a criticism, I think, of the college work.

One other remark that was made, namely, that of turning students after they leave the good teachers of the high school over to the untrained teachers of the college. May I say that I

am not here to argue for universities, neither for Chicago, nor Missouri nor Columbia nor any other? I am here to argue for the old-fashioned cultural college, if it be not dead. And I have this to say, representing one of those colleges: My recollection is that previous to this year, in six years in which I have known a certain New England college, the average of men of the rank of instructor has been less than two. For the most part, I think, during six years we have had one man below the grade of associate professor giving instruction to college students. And so I am not quite willing to admit the charge of turning untrained teachers loose upon the pupils who are sent to us from the high school.

But now to my own theme, and I must protest I am very sorry to say that I have not very much of a speech to give you. I have just a little confession of faith, and then I shall stop to let the controversy begin.

The college of the future! I have been watching the headlines during these last few days to decide which is the college of the future. I was reading the headlines all the way down here in making up my mind. Yale was beaten by both Princeton and Harvard. A new college, Center College, that I never heard of before, has apparently got the best team in the country. They have a man who kicked forty-seven goals from touchdown in succession and has broken the record. Williams beat Columbia. Wesleyan beat Williams, Amherst beat Wesleyan, Columbia beat Amherst and Williams beat Amherst; and I don't know what to make of it. I wonder if that is the way in which our people decide what is to be the college of the future. That is apparently what our people think about colleges. I told someone a little while ago what apparently students think about colleges. I imagine some of you have heard me tell this story, but I must tell it again, because I can't get started on a subject without telling a story. It represents what students think of the college of the future. I heard it from California a little while ago, the latest story from that distant university. A friend of mine is out there this year studying, and he sent it to me for use on such occasions as this. He is a very good friend. He says that something quite unheard of happened at the University of California a little while ago. The Professor of Sanscrit was visited by two students together, and both of them wished to take

his course, and he was completely overwhelmed by the situation, the thing was so novel. And being excited, he began to explain to the students what it was that it was intended to do in the course. He gave them his ideals and his dreams and his methods and his requirements, and after a little of it one of them said to the other, "Great Scott, Bill, it's a language!"

Yes, and while the headlines are telling the scores and while the boys are choosing convenient hours and arranging their weekend trips we are dreaming our dreams of the college of the future. And as I dream I am not willing to admit that the old cultural college is gone. I think that the old cultural college is a young, fresh, vigorous, growing, leaping, bounding thing, that is approaching maturity and getting ready to meet the issues of life in this American country of ours. When you ask me about the college of the future the first thing I want to do is to ask you about the future which that college is to serve. The future of this country, will it be served by junior colleges? Will it be served by universities? Will it be served by professional schools? What will serve it? And in the answer I find what makes life desirable and happy for me. I believe that because of what the country is and is to be, that old college will have to go on doing its work.

What this American people will need in the future more than anything else is a faith. It is going to need something to live by in terms of belief and appreciation. And you know the tragic fact today for this people is that our faith is nearly gone. We have none of which we are sure. I hear preachers Sunday after Sunday speaking to our college boys and as I listen to them I find this: They haven't very much which they can give us as a faith. It is pretty well shaken. They don't know what to say, and they usually go outside their chosen field to find something to say. They don't talk much about religious faith. Yes, and in the same way our social and political faith is pretty well shaken. We don't know what to think. We don't know what to do. We don't know where we are. And it is true in our economic life as well. Yes, and we have come to a way of settling disputed questions now. We know how to settle matters of faith in this country. If men differ as to what they think, the way to do is just to fight it out. That is the way you get it settled. We have decided that Germany was wrong and we have proved it. How?

Why, by beating her. That proves it, that proves it; because we had more men and bigger guns and more resources in the last resort, we showed that she was wrong. That is the way we settle things. Oh, well, of course, she was wrong.

But now what about ourselves, in our own inner life? How are we settling our economic disputes just now? The miners say, "Give us 31 at least; we wanted 60.". Mr. Garfield says, "No, 14, that is all you will get, 14 per cent." And the miners say, "We are going to strike." And the operators say, "Well, we won't give you any more. We can starve you out." And so we decide it. Well, what is a fair wage anyway? Who knows what is fair? Isn't it true that the whole blessed economic scheme has shifted and twisted and turned under our feet so that we don't know what is fair any more? What is a fair wage for a miner?

I heard a man talking down at Washington and Jefferson the other day, and he made a joke which was much enjoyed. A man had resigned a college presidency to become the janitor of the institution in order to get a decent salary. And I must confess that as I thought about it, I wondered why they shouldn't give a janitor more, why he shouldn't be paid more than a college president? I don't know why he shouldn't; his job is more disagreeable; yes, even more disagreeable.

But the plain matter of fact seems to be as far as I can find it out, in our social scheme today, that conditions have so changed and our opinions have become so uncertain that when we get a radical—well, we know what to do with him now—we ship him to Russia. That is the way to answer a radical,—get him out of the country. Well, I don't say they shouldn't go out of the country, you know; perhaps they should. That is a matter for somebody else to decide. I am not going to say anything about that. But I tell you this seems to be the trouble just now, that when we get a radical we don't know what to say to him. We may know what to do with him. We don't know today what is a fair wage. We don't know today how the goods of life should be distributed. We don't know today what a man ought to believe with regard to the essential spiritual issues of this world in which we live. We don't know what social life ought to be and what the relations of men ought to be one to another. The thing is shifting and changing under our fingers, under our

hands, under our feet; and the only real question that faces these people today is that, what in God's name shall we believe about the world in which we live? We can make things, we can grow crops, we can make shoes, we can build railways, we can make aeroplanes, we can shoot guns and we can do everything a hundredfold as against what our fathers could do. There is no trouble there. But what shall we think, what shall we be? How shall we live, what shall be our ends? What is life for men? We don't know. We don't know.

And that is where the American college comes in. That is where the American college comes in. If that old college cannot tell us or help us to tell, I say we are done. For that is its task. I do not mean it can do it; but that is its job so far as it can.

Now I understand the question with regard to the American college to be this. The old college—we get it from both sides, as it was very well indicated by Mr. Corson; we get it from the universities and professional schools at the top and from the other things at the bottom, such as this junior college. Mr. Corson has planned an eight-year course from high school to professional school in which the college course is simply gobbled up in two bites. I feel like Jonah speaking from the belly of the whale just now. I feel as if I had gotten swallowed up in that eight years and the Lord only knows when he will be willing to let me out again. But my voice will come from the depths as clearly as I can make it. I mean the depths of the whale, not the depths to which he goes.

I take it that the real question we are getting in these different forms is this: The question whether the college can be divided into two parts, whether it is such a thing that it can be divided into two. For example, the suggestion was just made, you see, that the professional work should begin at what we call the beginning of the Junior year, so that you have two years of what we call college work and then two years of professional. Here again I can give you simply a confession of faith. I do not believe that the college can be divided. Whatever it is, it is one; I am sure of that. However long or however short it may be, it is one because it has got just one job to do. And just here is the contrast, which I think personally as a student of logic is the most important contrast in the thought life of our people, is to

contrast between the mechanical and the teleological categories. There are things which can just be pulled apart; they are just conglomerates. You can take a lot of chessmen in a box, and there are thirty-two. You pull one out. You take another one out without affecting the others; it is just thirty-two pieces and that is all. Yes, and you put those thirty-two pieces on a chess-board and let them take their relations to one another and if you take one away the whole thing is gone, the game is spoiled. You can't have a game if you take one of the pieces away. You can't have a game with thirty-one pieces. You have got to have thirty-two. Now there is the difference between the mechanical and the teleological way of looking at things. And I think that good old teleological unity which we had in the college course has been rather sadly damaged in these recent years.

I will tell you—I was going to tell you that I had said it before. I have said it so often I can't tell which saying I would have to refer to. I think, you know, that President Eliot caused most of the trouble, and I think the trouble with President Eliot was that he was a chemist. Personally I am inclined to think that the most significant single fact in the recent history of American college education is that Charles William Eliot was a chemist. He got into the habit of putting things together and taking them apart. He saw how you can make things by just taking this and this and putting them together; and he thought you could make a college education that way, too. And the result of it is we have got this blessed notion that all you have got to do with the college, either in the junior college or the professional school or anywhere else you like, is to take forty of these things, some art, some music, some literature, some chemistry, some physics and some biology and some botany, and I don't know what else, if you only take forty of them, and put them together and for four years you have an education. That is all tommyrot, all tommyrot, that you can make an education like that. There is not a worse fallacy in the whole history of education just now than that,—that you can make an education by taking so many courses. Courses are sheer illusions. There is no sense in them for purposes of education. That is not what an education means. And I think it was the successor of Mr. Eliot who said that a liberal education consisted in knowing a little of everything and everything of something. And this no-

tion is almost as bad as the other. They speak of knowing a little of everything and everything of something, as if things could be known in that way. It is like fumbling in a ragbag, or taking hold of a sodawater fountain and letting it squirt on you. It is nothing real, it is nothing that has any meaning.

No, I think that notion of courses as furnishing an education is just sheer nonsense, and so I want to give you as against it the teleological conception. The unified conception of the old cultural college is just this: A boy or a girl or a man or a woman gets what we mean by a liberal education when he begins to understand and appreciate what human living is. I don't care whether he gets it inside of college or outside of college; I don't care when he gets it or where he gets it or how he gets it. The one thing which we mean by liberal education is that one should in terms of knowledge and appreciation get something of what it means to be in this life that men and women are living; what sort of thing it ought to be to be a man or a woman in this life. And in a short, formal and systematic sort of way in the college we are trying to do that job. It may be done in other places, it may be done in other ways; but I can tell you we cannot state it in terms of courses in any college that I know.

We know that in order to have a liberal education in that sense every student must get at the great characteristic beliefs of this human race with regard to the nature of the world we are living in, and that is religion. You cannot have a liberal education without that, with religion at the bottom. And then, besides that, you must get a sense of all the values that men may taste and appreciate the things that the arts give us—beauty, significance, form, color, sound and the joy of human life in all its forms. You have got to get those. Yes, and you must get a knowledge of the machinery of life, of the social institutions and political and economic, by which men are trying to realize their purposes. You must get, too, a description of this world in which we are living, that shapes and moulds and determines those. And you must get the history of them all in terms of their processes of development. In order to have a liberal education, everything you do must be focused on that one purpose, that one single, dominating purpose, of trying to understand what men are, what life is and what it may be and what it ought to be and what it ought not to be and what it may become.

That is what we are trying to do in the college, and it cannot be divided in two. To divide it in two and give half of it would be like half-baking a pie. It reminds me of an advertisement I remember seeing a professor put in a daily paper in a college, the college that I used to be at. He said the class the next time would be examined in the latter half of *Marie Stuart*.

Well, I know there are things that do not go by halves. There are things that have to be whole in order to be. You can't divide a plant and just cut it in the middle and keep both halves. You can't do that with anything that has life. You can't do that with anything that has the sort of beauty that we mean by the living organism; and that is the sort of thing that the college, a liberal college education, is. I do not care how you may place it. Perhaps you can do it in this work of the high school; and I don't know, perhaps you can do it by days' work in the university. I do know that, however those things are done, they must join together in terms of one dominating, single, living purpose.

And in this connection I want to talk about one other thing. I think I have already spoken about several things as the worst fallacies in American education. Now I want to speak of another thing which seems to be the worst fallacy in American education now, which I think is bound up in the notion I am talking about, but one notion which seems to be very inimical to college classes. It is the statement made by scientists that it doesn't make any difference what you study if only you study it well. It is a favorite argument just now of those who believe in professional education in the latter part of the college course. It is curious how this doctrine of formal training goes from side to side. It used to be the argument of the classical people. Now it is used by the people who justify professional education. The argument is this: It doesn't make any difference what you study if only you study it in such a way to get accuracy and get your mind well trained. Study anything well and you will get a liberal education out of it. So they say. Well, of course, if it doesn't make any difference what you study then you had better study this. Because at the same time, you see, you will be getting your professional education. You have that advantage. You remember the thing that Epictetus quotes from Pyrrho. He quotes him as saying to his pupils, "There is no difference between living and dying." And then one of his pupils asked him,

"Then why don't you die?" and Pyrrho said, "Because there is no difference."

Now I think our professional school people are working just that Pyrrho game on us now. They have a decided preference along certain lines, but they tell us it makes no difference. Well, it makes a lot of difference to me and I think it makes all the difference in the world what a boy studies. He ought to study religion. I would not let a boy out of a liberal college without making him face every essential fact and feature and doubt and difficulty and achievement of the religious mind of man. Nor would I let him out without making him face every such aspect of the moral life of men and the esthetic and social and political and economical and all the others, every one of them. I would make him face it. It does make a difference whether he knows about it or not.

I like to put this as a question between theology and bridge-builders. I heard a man say, you know, for example, that if a man studied bridge-building well, thoroughly, accurately, finely, strongly, beautifully and all the rest, he would be a trained man when he got through with it and he could not only build bridges but he would be an educated man. And then I say to such a man, "Well, what about his religion?" and he says, "Oh, well, he has got a good mind. He will be able to handle religion all right." Well, if that be true then I want to reverse the process. Let man study theology, study it well, study it hard, study it accurately, study it beautifully, study it finely and all the rest. He will go out knowing religion and with a fine mind. Well, what about bridge-building? I say, "Let him build bridges. He has a fine mind." Take him along to build a bridge that has got to be put across the widest stream and let him take charge. He has a good mind; he is all right. But I am not going over his bridges, not much; nor on the other hand am I going to live by the theology of the man who has never thought about religion either. I tell you this studying theology does not teach you to build bridges; neither does studying the building of bridges teach you what your religion ought to be. And it is all nonsense to work that game on us with your theory of formal training. I tell you there are things that a man ought to try and understand about the life of men, if we are to live our life properly. And that is where the unified conception of the old college comes in. In order to know,

in order to live this life of ours as well as it can be lived, our boys and girls must be taught what life is as well as we can teach them, and then, last of all, they must keep on trying to learn as long as they live.

And I tell you we need time to teach these boys and girls. When you tell me to cut down the time from four years to two I feel as if you are playing Shylock with me, saying you are only going to cut out a pound of flesh, just a little bit. But you see the blood is going to flow if you do this and the whole life process will be gone.

I want to tell you what I think has been the worst practice of our American college in the past, and here is a confession of sin. I think the worst thing—no, this is not quite the worst, next to the worst—next to the worst thing we send out from the old colleges, worse even than the young radicals, the worst thing we have sent out has been the perfectly stupid conservatives, those fellows who never were touched by anything, who absolutely went through as they go through high school. Then I think next to the worst have been the young radicals that we used to turn out. Those boys were kept at some routine thing for the first two or three years and then toward the end of their course they began to see that there are really difficult and fundamental problems in regard to human experience; and suddenly, perhaps in the senior year, they were thrown into the doubts and skepticisms about religion and morals and politics and economics—just in the last year of the course thrown into all these difficulties. And two things happened to those boys. They said in the first place, "Why in heaven's name didn't you tell us these things before? What have you been doing with us in these three years of our college course, hiding from us the things we wanted to know about?" Then in the second place they made up their minds that somebody was trying to keep them in the dark. We have had going out from our colleges a crop of young fellows who said, "This game is not played fairly. These colleges didn't tell us things soon enough. They kept us in the dark too long. They are serving somebody's purpose. We are going to go through. We are going loose." And they have just gone loose because they have never learned how to think. They were given the problems too late in their college course to find out how to think about them.

But I tell you we are trying something—this in one of the colleges—and going at it pretty fast. Just as soon as possible when we get these boys into the college now we are just plunging them into all those difficulties as quickly as we can; and our hope is that in the four years we have them we shall help them through that period of skepticism and give them something like a method for dealing with those problems—that same attitude here I was discussing a little while ago, what colleges mean by teaching students to think. I think I will have to tell you about a little colloquy I had with a pair of visitors the other day. Our alumni came and visited us, to get acquainted with the college. I think they were interested to know what was going on, and perhaps a little observant to find out what is going on. And when they arrived I had to make one or two speeches to them: In the midst of them I said: "Members of the alumni body of Amherst College: We are delighted to have you come and examine our institution. We would like very much to have you know what we are doing, what we are trying to do and how we are trying to do it. But don't let one idea get into your heads. Don't think for a minute you are going to come and tell us what to teach and how to teach it, because you are not. Neither are the trustees of the college either. The teachers of Amherst College are going to decide what shall be taught and how it shall be taught in the last resort." And when we came into a little conference afterward one of the alumni said to me, "Now I would like to know why you said that to us a little while ago." He said, "Are you trying to protect some of those radical teachers that you spoke about drifting into the college?" I said, "No, I don't think so." He said, "Do you mean that you want them to be free to teach their radical doctrines?" I said, "No, I don't want any man to be free to teach radical doctrines in the college nor do I want any man free to teach conservative doctrines in a college. A man has no right to teach any doctrine in a college. It is not the place for teaching doctrines, and if I thought any man was teaching either type of doctrine in the college, radical or conservative, I would want to kick him out. It is not within his right." Then they began to cross-examine about the theory. And they said, "Well, do you mean a teacher should not have opinions?" "Well," I said, "I don't think they are idiots altogether, though sometimes I am inclined to. How in the world could a man who studied,

who spent twenty or thirty years, fail to have some opinions on a subject? Of course, they have got opinions." "Well," they said, "oughn't they to state their opinions to the students?" I said, "Of course they ought to state their opinions to the students, if the students are interested in hearing them. Of course they will tell them what they think." "Then," they said, "isn't that teaching them their doctrine? Don't they tell them what to think?" And I said, "Of course not, nothing of the sort. Because they tell them that other people's opinions are far more important than theirs. If I were teaching the nature of the categorical judgment, in which I am very much interested, I would tell the class in logic what I thought of categorical judgment. But I should tell them, "If you really want to know something about categorical judgment, listen to a man who is an authority, F. H. Bradley, or Bosanquet, or Immanuel Kant. These men have opinions that are worth paying attention to. My opinion is not worth anything. No one ever heard of me outside of Amherst College, as far as the categorical judgment is concerned, at any rate."

That is what we are trying to do to students. We are trying in the college to make students realize that the task of understanding this human life of ours is a terribly hard and difficult one. We are trying to make them realize that all over this civilized world the great minds of this day and of every day have been struggling with these difficulties, and all down the ages the records are kept of the great men who have done the thinking. And all over the earth today are the great men who are thinking about these problems. And the task of the boy in college today is to find out what the great men thought and what the great men think outside the little bit of a college in which any one of us lives, to find out what the human mind is trying to do to understand this life of ours, and then as well as he can to make a view for himself.

Oh, I beg of you, of you who are the American people, you who stand for it, oh, I beg of you, give us time to at least begin that task. There is no other task that approaches it in critical nature. Oh, give us freedom to do it, without anyone attempting to see or know at any point whatever we do. And give us faith to do it, faith that the human mind, however hard the task,

if it keeps on going fearlessly, honestly going, will find a way even in this bewildered, shattered world in which we live today.

GENERAL DISCUSSION

President Kerr D. Macmillan, Wells College, expressed the opinion that the rapid growth of the junior colleges was really occasioned by the fact that there was something wrong in the organization of our colleges, mentioning in particular the tendency to segregate the freshmen. Even though those that can stand the pace will win through and be leaders, there is great wastage all along the line. Dr. Macmillan advocated the reorganization of our colleges into groups of small colleges, so that the young men and young women may have the opportunity to get the best that comes from intimate contact with each other.

The high school which gives graduate courses by secondary school methods and calls itself a college was the object of an attack by Dr. August Downing, Assistant Commissioner of Education of New York State. In his opinion a boy can not get from such an institution the very things that are most worthwhile in the college course. The speaker urged that if a boy or girl was not sufficiently mature to be sent on to a college, he return to the high school for post-graduate work, but not with the impression that he was getting college training when he was not.

Professor Ernest Kuhl indicated his firm belief that the best research scholars were very frequently the best teachers as well. He also said that in his experience in two large co-educational universities of the West, there had been no complaints of girls being brought under the wrong influences.

The discussion was brought to a close by Dr. G. C. Riemer, of the State Department at Harrisburg, who attributed the junior college in part to the action of some of the colleges which had been taking graduates of second and even third-class high schools, with the result that graduates of a first-class high school were beginning to ask why they should have to spend four years in college.

Before adjournment resolutions were adopted thanking the four speakers who made the main addresses, and also expressing the convention's appreciation of the gracious hospitality extended by the Provost, Trustees, and Faculty of the University of Pennsylvania.

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ALLENTOWN COLLEGE FOR WOMEN, *Allentown, Pa.*, Mrs. Ada R. Davis, Wayne E. Davis.
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BUCKNELL UNIVERSITY, 4423 Spruce St., *Philadelphia, Pa.*, A. J. Rowland.
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HIGH SCHOOL, *Chester, Pa.*, Miss Evelina D. Caldwell, G. W. Gulden.

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WILSON COLLEGE, *Chambersburg, Pa.*, Adelaide Bird, Nancy J. Criswell. YORK COLLEGIATE INSTITUTE, *York, Pa.*, Howard B. Bertolet, Charles H. Ehrenfeld.

U. S. BUREAU OF EDUCATION, *Washington, D. C.*, Samuel P. Capen. SUPERINTENDENT OF SCHOOLS, *Rahway, N. J.*, W. F. Little.

ASSISTANT COMMISSIONER OF EDUCATION, *State of New Jersey, Trenton, N. J.*, A. B. Meredith.

DEPARTMENT OF PUBLIC INSTRUCTION, *Harrisburg, Pa.*, G. C. L. Reimer

SUPERINTENDENT OF FRIENDS' YEARLY MEETING SCHOOLS, *Philadelphia, Pa.*, Gertrude Roberts Sherer.

LIST OF MEMBERS, 1919-20*

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Adelphi Academy	Brooklyn, N. Y.	Eugene C. Adler, A.B., A.M.
Adelphi College	Brooklyn, N. Y. (Clifton Pl., St. James Pl. and Lafayette Ave.)	Frank D. Blodgett
Agnes Irwin School.....	Philadelphia (2011 De Lancey Pl.)	Josephine A. Natt
Albright College	Myerstown, Pa.	L. C. Hunt
Alcuin Preparatory School.....	New York City (11½ West 86th St.)	Miss Grace Kupfer
Alfred University	Alfred, N. Y.	Boothe C. Davis, Ph. D.
Allegheny College	Meadville, Pa.	William H. Crawford, D.D.
Allentown Preparatory School.....	Allentown, Pa.	Frank G. Sigman
Asbury Park High School....	Asbury Park, N. J.	Charles E. Huff
Baldwin School	Bryn Mawr, Pa.	Elizabeth F. Johnson
Baltimore City College.....	Baltimore, Md.	Wilbur F. Smith
Baltimore Polytechnic Institute.....	Baltimore, Md. (311 Courtland St.) ...	William R. King, U.S.N.
Barnard School for Boys	New York City (721 St. Nicholas Ave.)	Wm. Livingston Hazen
Barnard School for Girls	New York City (421 West 148th St.)	William L. Hazen
Barringer High School	Newark, N. J.	Wayland E. Stearns
Bennett School	Millbrook, N. Y.	Miss May E. Bennett
Berkeley Institute	Brooklyn, N. Y. (181 Lincoln Pl.)	Miss Ina C. Atwood
Berkeley-Irving School	(309 West 83rd St.) New York City ...	Lewis Dwight Ray, Ph.D.
Bernardsville High School ..	Bernardsville, N. J.	William J. Bickett
Bethlehem Preparatory School.....	Bethlehem, Pa.	John M. Tuggey
Birmingham School for Girls.....	Birmingham, Pa.	A. R. Grier
Blair Academy	Blairstown, N. J.	John C. Sharpe
Bordentown Military Inst.....	Bordentown, N. J.	Col. Thompson D. Landon, D.D.
Boys' High School	Brooklyn, N. Y.	Arthur L. Jones
Boys' High School	Reading, Pa.	Robert S. Birch
Brearley School	New York City (60 East 61st St.)	
Bryn Mawr College	Bryn Mawr, Pa.	M. Carey Thomas, Ph.D., LL.D.
Bryn Mawr School	Baltimore, Md. (Cathedral and Preston Sts.)	
Bucknell University	Lewisburg, Pa.	Edith Hamilton
Bushwick High School.....	400 Irving Avenue Brooklyn, N. Y.	John H. Harris, D.D.
Camden High School	Camden, N. J.	Frank Rollins
Canisius College	Buffalo, N. Y.	
Cascadilla School	Ithaca, N. Y.	
Catholic University of America.....	Washington, D. C.	
Central Commercial and Manual Training High School..	Newark, N. J.	Clara S. Burrough
Central High School	Altoona, Pa.	Rev. M. J. Ahern, S.J.
Central High School	Harrisburg, Pa.	A. M. Drummond
Central High School	Philadelphia (Broad and Green Sts.)	Rt. Rev. Thomas J. Shahan, D.D.
Centenary Collegiate Institute.	Hackettstown, N. J.	William Wiener
Chapin's School (Miss)	32 East 57th St., New York, N. Y.	George D. Robb
		Howard G. Dibble
		Robert Ellis Thompson, Ph.D., D.D.
		Dr. Robert J. Trevorrow
		(Miss) M. C. Fairfax

*Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to insure correct addressing.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Chester High School	Chester, Pa.	G. W. Gulden
Chestnut Hill Academy	Chestnut Hill, Pa.	James L. Patterson
Colgate University	Hamilton, N. Y.	Elmer Burritt Bryan, LL.D.
College for Women	Allentown, Pa.	William F. Curtis, President
College of the City of New York	New York City	Sydney Edward Mezes, Ph.D., LL.D.
College of New Rochelle	New Rochelle, N. Y.	Sister M. Irene
College of St. Elizabeth	Convent, N. J.	Sister Mary Pauline
Collegiate School	New York City (241 W. 77th St.)	Arthur F. Warren
Columbia Grammar School....	New York City (34 E. 51st St.)	Benjamin Howell Campbell
Columbia High School	Columbia, Pa.	Mary Y. Welsh
Columbia University	New York City	Nicholas Murray Butler, LL.D.
Cornell University	Ithaca, N. Y.	J. G. Schurman, LL.D.
Dearborn-Morgan School	Orange, N. J.	(Miss) C. R. Clark
Delaware College	Newark, Del.	S. C. Mitchell, Ph.D.
DeWitt Clinton High School..	New York City	Francis H. J. Paul
Dickinson College	Carlisle, Pa.	James H. Morgan, Ph.D.
Dickinson Seminary	Williamsport, Pa.	Benj. C. Conner, D.D.
Drew Seminary	Carmel, N. Y.	Rev. Clarence P. McClelland
Drexel Institute	Philadelphia, Pa.	Hollis Godfrey, Sc.D.
East High School	Rochester, N. Y.	William Betz
Eastern District High School..	Brooklyn, N. Y.	
	Marcy Avenue and Keap St.)	
Eastern High School	Baltimore, Md.	William T. Vlymen, ScPh.D.
Easton High School	Easton, Pa.	E. J. Becker, D.D.
East Orange High School ...	East Orange, N. J.	W. C. Davis
Emma Willard School	Troy, N. Y.	Ralph E. Files
Episcopal Academy	Philadelphia, Pa.	Elisa Kellas, Ph.D.
Erasmus Hall High School...	Brooklyn, N. Y.	Rev. Philip J. Steinmetz, Jr.
Ethical Culture School	New York City (Central Park W. and 63d St.)	J. H. Low
Evander Child's High School.	New York City....	Franklin C. Lewis
Franklin and Marshall Acad..	Lancaster, Pa.	Gilbert S. Blakely
Franklin and Marshall College	Lancaster, Pa.	
Franklin School	New York City	E. M. Hartman
Friends' Central School	Philadelphia (15th and Race Sts.) ...	T. G. Helm
Friends' School	Park Place, Baltimore, Md.	Rev. Henry Harbaugh Apple, D.D.
Friends' School	Wilmington, Del. ..	Friedrich Otto Koenig, J.U.D.
Friends' Select School.....	Philadelphia (140 N. 16th St.)	C. B. Walsh
Friends' Seminary	New York City (226 E. 16th St.)	E. C. Wilson
Gallaudet College	Washington, D. C....	Herschel A. Norris
George School	George School	Walter W. Haviland
Georgetown College	Washington, D. C. ..	John L. Carver
George Washington Univers'ty	Washington, D. C. ..	Percival Hall
Germantown Academy	Philadelphia (Gtn.)	George A. Walton
Germantown Friends' School.	Germantown, Phila. (Coulter St.)	Rev. A. J. Donlon, S.J.
Germantown High School ...	Philadelphia, Pa.	Chas. Herbert Stockton, LL.D.
Gilman Country School	Roland Park, Md.	Samuel E. Osbourn
Girls' High School	Brooklyn, N. Y.	Stanley R. Yarnall
Goucher College	Baltimore, Md.	Harry F. Keller, Ph.D.
		L. Wardlaw Miles
		W. L. Felter, Ph.D.
		William Westley Guth, Ph.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Gunston Hall	Washington, D. C. (1906 Florida Ave.)	Mrs. Beverly R. Mason
Hackensack High School	Hackensack, N. J.	George L. Bennett
Halsted School	Yonkers, N. Y.	Mary Sicard Jenkins
Hamilton College	Clinton, N. Y.	Frederick C. Ferry, LL.D.
Haverford College	Haverford, Pa.	William W. Comfort, Ph.D.
Haverford School	Haverford, Pa.	E. M. Wilson
Hill School	Pottstown, Pa.	Dwight R. Meigs
(Miss) Hill's School for Girls	1808 Spruce St., Philadelphia, Pa.	Lillian C. Jones and Agnes B. Austin
Hobart College	Geneva, N. Y.	Lyman P. Powell
Holman School for Girls.....	Philadelphia (2004 Walnut St.)	Elizabeth Braley
Holton Arms School	Washington, D. C., (2125 S St.)	Mrs. Jessie M. Holton
Hood College	Frederick, Md.	Joseph H. Apple, Ph.D.
Horace Mann School for Boys	West 246th St., New York, N. Y.	Virgil Prettyman, Ph.D.
Horace Mann School for Girls	New York City 120th St. & Bdwy.	Henry C. Pearson
Howard University	Washington, D. C....	Stephen M. Newman
Hunter College of the City of New York	New York City	George S. Davis, Ph.D.
Jamaica High School	Jamaica, N. Y. City.	Theodore C. Mitchell
Johns Hopkins University ..	Baltimore, Md.	Frank J. Goodnow, LL.D.
Julia Richman High School..	New York, N. Y.	Michael H. Lucy
Juniata College	Huntingdon, Pa.	J. Harvey Brumbaugh, Ph.D.
Kensington High School, Girls	Philadelphia, Pa.	Beulah Fenimore
Kent Place School	Summit, N. J.	Miss Anna Sophia Woodman
Lock Haven Normal School..	Lock Haven, Pa.	C. W. Hunt
Lafayette College	Easton, Pa.	John H. MacCracken, Ph.D., LL.D.
La Salle College	Philadelphia, Pa.	Rev. Brother Richard
Lawrenceville School	Lawrenceville, N. J.	
Lebanon Valley College	Annville, Pa.	G. G. Gossard, D.D.
Lehigh University	S. Bethlehem, Pa.	Henry Sturgis Drinker, LL.D.
Linden Hall Seminary	Lititz, Pa.	Rev. F. W. Stengel
Loyola School	New York City (65 E. 83d St.)	J. Havens Richards, S.J.
McDonogh School	McDonogh, Md.	M. H. Bowman, Jr.
Mackenzie School	Monroe, N. Y.	Rev. James C. Mackenzie, Ph.D.
(Miss) Madeira's School ...	Washington, D. C., (1326 19th St.) ..	Lucy Madeira Wing
Maher Preparatory School ..	Philadelphia, (115 S. 34th St.) ..	John F. Maher
Manhattan College	New York City, (3280 Broadway).	Rev. Brother Edward
Manual Training High School	Brooklyn, N. Y.	Charles D. Larkins
Maryland State Normal School	Baltimore, Md.	Henry S. West
Massee Country School	Bronxville, N. Y.	W. W. Massee, Ph.D.
(Misses) Masters' School ...	Dobb's Ferry, N. Y.	(Miss) L. B. Masters
Mercersburg Academy	Mercersburg, Pa.	William Mann Irvine, Ph.D.
Milne High School	Albany, N. Y.	John M. Sayles
Mohegan Lake School	Mohegan, N. Y.	C. H. Smith
Montclair Academy	Montclair, N. J.	John G. MacVicar
Montclair High School	Montclair, N. J.	H. W. Dutch
Moravian Seminary and Col- lege for Women	Bethlehem, Pa.	Rev. J. H. Clewell, Ph.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Morris High School	New York City (Boston Rd. and 166th St.)	John H. Denbigh
Morristown School	Morristown, N. J.	Arthur P. Butler
Mount Vernon Seminary	Washington, D. C.	Miss Adelia G. Hensley
Muhlenberg College	Allentown, Pa.	Rev. John A. W. Haas, D.D.
Narberth High School	Narberth, Pa.	William T. Melchoir
Newark Academy	Newark, N. J.	Wilson Farrand
New York Military Academy	Cornwall-on-Hudson, N. Y.	Sebastian C. Jones
New York State College	Albany, N. Y.	Abraham R. Brubacher
New York University	New York City, N.Y.	Elmer Ellsworth Brown, LL.D.
Northeast High School for Boys	Philadelphia, Pa.	Andrew J. Morrison, Ph.D.
Packer Institute	Brooklyn, N. Y.	John H. Denbigh, Ph.D.
Park School	Baltimore, Md.	Eugene R. Smith
Passaic High School	Passaic, N. J.	Arthur D. Arnold
Paterson High School	Paterson, N. J.	Francis R. North
Peddie Institute	Hightstown, N. J.	Roger W. Swetland
Penn Hall School for Girls	Chambersburg, Pa.	F. S. Magill
Pennsylvania College	Gettysburg, Pa.	W. A. Granville
Pennsylvania State College	State College, Pa.	E. E. Sparks, Ph.D.
Perkiomen Seminary	Pennsburg, Pa.	Rev. O. S. Kriebel
Philadelphia High School for Girls	17th and Spring Garden Sts.	Fred S. Gowing
Philadelphia Normal School for Girls	Philadelphia, Pa.	J. Eugene Baker
Pingry School	Elizabeth, N. J.	C. Mitchell Froelicher, B.A.
Princeton High School	Princeton, N. J.	Miss M. T. Vanderbilt
Princeton University	Princeton, N. J.	John G. Hibben, LL.D.
Reading High School for Girls	Reading, Pa.	Miss Mary H. Mayer
Ridgefield Park High School	Ridgefield Park, N.J.	A. Ray Palmer
Riverview Academy	Poughkeepsie, N. Y.	Joseph B. Bisbee
Rutgers College	New Brunswick, N.J.	W. H. S. Demarest, D.D.
Rutgers Preparatory School	New Brunswick, N.J.	William P. Kelly
St. Agatha	New York City (553 West End Ave.)	Emma G. Sebring
St. Agnes' School	Albany, N. Y.	Matilda Gray
St. John's College	Annapolis, Md.	Thomas Fell, LL.D.
St. John's College, Fordham University	New York City	Rev. Joseph A. Mulry
St. John's College	Washington, D. C.	Brother D. Edward
St. John's School	Manlius, N. Y.	William Verbeck
St. Lawrence University	Canton, N. Y.	Frank A. Gallop
St. Luke's School	Wayne, Pa.	Charles Henry Strout
St. Paul's School	Garden City, L. I.	Walter R. Marsh
St. Stephen's College	Annandale, N. Y.	Rev. William C. Rodgers, D.D.
Schuylkill Seminary	Reading, Pa.	Warren F. Teel
Shady Side Academy	Pittsburgh, Pa. (5035 Castleman St.)	Luther B. Adams
Shippen School	Lancaster, Pa.	Emily R. Underhill
Sidwells' Friends' School	Washington, D. C., (1811 I St., N.W.)	Thomas W. Sidwell
South Phila. High School for Girls	Philadelphia, Pa.	Dr. Lucy W. Wilson
Springside School	Chestnut Hill, Pa.	Miss C. S. Jones
State Model School	Trenton, N. J.	James M. Green, Ph.D., LL.D.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
State Normal School	New Brighton, N.Y...	
Staten Island Academy.....	West Chester, Pa. ...	Frank R. Page
Stevens Institute of Technology	Hoboken, N. J.	Alexander C. Humphreys, LL.D.
Swarthmore College	Swarthmore, Pa.	Joseph Swain, LL.D.
Syracuse University	Syracuse, N. Y.	Rev. Jas. Roscoe Day, S.D.T., LL.D.
Technical High School	Harrisburg, Pa.	Charles B. Fager
Temple University	Philadelphia, Pa. ...	Rev. R. H. Conwell
Thurston Preparatory School.	Pittsburgh, Pa. (Shady Ave.)	Alice M. Thurston
Tome School for Boys	Port Deposit, Md.	Thomas S. Baker, Ph.D.
Trinity School	New York City (147 W. 91st St.)	Rev. Lawrence T. Cole, Ph.D., LL.D.
Union College	Schenectady, N. Y.	Charles Alexander Richmond, D.D.
University of Buffalo	Buffalo, N. Y.	Charles P. Norton, Chancellor
University of Maryland	Baltimore, Md.	Bernard Carter, LL.D.
University of Pennsylvania ..	Philadelphia, Pa.	Edgar F. Smith, ScD., LL.D.
University of Pittsburgh	Pittsburgh, Pa., (Grand Blvd.)	Samuel B. McCormick, D.D., LL.D.
University of Rochester	Rochester, N. Y.	Rush Rhees, LL.D.
Univ. of the State of N.Y....	Albany, N. Y.	John H. Finley, Ph.D., LL.D.
Ursinus College	Collegeville, Pa.	George L. Omwake, Ph.D.
Vassar College	Poughkeepsie, N. Y.	Henry Noble MacCracken, LL.D.
Wadleigh High School	N. Y. City (114th St. and 7th Ave.)...	Stuart H. Rowe
Washington and Jefferson College	Washington, Pa. ...	Frederick W. Hinitt, D.D., LL.D.
Washington College	Chestertown, Md. ...	James W. Cain, LL.D.
Wells College	Aurora, N. Y.	Kerr D. Macmillan, Ph.D.
Wenonah Military Academy..	Wenonah, N. J.	Charles H. Lorence
West Chester High School..	West Chester, Pa. ...	R. W. Reckard
Western High School	Baltimore, Md.	David E. Weglein
Western High School	Washington, D. C. ...	Elmer S. Newton
West High School	Rochester, N. Y.	William M. Bennett
West Orange High School ..	West Orange, N. J... Boys	Frederick Reimherr
West Phila. High School for Boys	Philadelphia, Pa.	C. C. Heyl
West Phila. High School for Girls	47th and Walnut Sts., Philadelphia, Pa.	Parke Schoch
Westtown School	Westtown, Pa.	George Jones
Wilkes-Barre High School ..	Wilkes-Barre, Pa.	J. P. Breidinger
William Penn Charter School.	Philadelphia, Pa.	Richard M. Gummere, Ph.D.
William Penn High School for Girls	Philadelphia, (15th and Wallace Sts.) ...	Armand Gerson
Williamsport Dickinson Sem- inary	Williamsport, Pa. ...	Rev. B. C. Conner
Wilmington High School	Wilmington, Del. ...	A. Henry Berlin
Wilson College	Chambersburg, Pa. ...	Ethelbert D. Warfield, LL.D.
Xavier High School	New York City (30 West 16th St.) ...	Rev. Thomas White, S.J.
Yeates School	Lancaster, Pa.	John H. Schwacke
Yonkers High School	Yonkers, N. Y.	William A. Edwards
York Collegiate Institute	York, Pa.	Charles H. Ehrenfeld
Miss Ella Gordon Stuart	Germantown, Phila., 155 W. Walnut St...	



